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ABSTRACT

The result of a two-year effort by more than 150 community college faculty and staff members in Hawaii, this report presents task force recommendations for improving programs leading to the associate degree. The recommendations concern: (1) the maintenance of two associate degrees, an associate in arts and an associate in science; (2) the development of a coherent curriculum in general education, as well as a consistent set of specific competencies for programs offered across the campuses; and (3) the development of policies and procedures for mandatory placement testing and standardized assessment of students' attainment of general education competencies. Section I presents the "Report of the Associate Degree Task Force," including background information on Hawaii's community colleges and a discussion of major issues. Section II contains the "Report of the Task Force for the Development of Degree Competencies for the Associate in Arts, Associate in Science, Associate in Applied Science, and Other Degrees." The "Report of the Task Force to Explore Other Degree Options" is presented in section III, including a rationale for an associate in general studies degree. Section IV offers the "Report of the Task Force on Student Competency Assessment," including an overview of current competency assessment practices in the state, a discussion of major issues, and recommendations concerning the assessment of incoming students, institutional appraisal, assessment for graduation, and campus trials of assessment materials. Appended to each task force report are the group's appointment letter and relevant data. (AYC)

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A BLUEPRINT FOR LEARNING

The Associate Degree Task Force Reports
of the University of Hawaii
Community Colleges
1985-1988

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Office of the Chancellor
University of Hawaii Community Colleges
2327 Dole Street, Honolulu, Hawaii 96822

MESSAGE FROM THE CHANCELLOR

Dear Members of the UH Community Colleges Faculty and Staff,

What is an associate degree? What does it mean to students, to the general public, and to the educational institution itself. What should an associate degree represent? How are our associate degree programs functioning, and how can we enhance the substance as well as the image of the associate degrees of the University of Hawaii Community Colleges?

These were the questions which prompted us in 1985 to review our educational programs leading to the associate degree. This was the first such system-wide undertaking in the history of our community colleges, and it was initiated jointly by the faculty, represented by the faculty senate chairs and the curriculum committee chairs, and by the administration.

For the past two years more than 150 faculty and staff from across all our campuses and representing a wide variety of disciplines have worked diligently as members of task forces or program coordinating councils. These individuals dealt with such thorny issues as the types of degrees we should offer, how to make our curricula more coherent and effective, and the hows and whys of assessment. Then they provided us with a set of specific recommendations for action. These recommendations are focused on three major issues: degrees, curriculum, and student assessment.

Degrees

It is recommended that Hawaii's Community Colleges maintain two associate degrees - an Associate in Arts and an Associate in Science. The Associate in Arts will be a transfer level degree equivalent to the first two years of a baccalaureate degree. The University of Hawaii Board of Regents approved this recommendation to be effective with the fall 1988 semester. The Associate in Science Degree will continue to be the degree awarded for our vocational programs. In addition, it has been recommended that the Associate in Science designation be used for both science and technology oriented programs that are part of a baccalaureate sequence of study, such as in nursing, as well as for a new option in general studies.

Curriculum

The focus of the curriculum review has been the strong desire and need for all the campuses to work together to coordinate our efforts to develop a coherent curricula in general education as well as a consistent set of competencies for common programs across the campuses. This will move us away from the random "cafeteria approach" to setting degree requirements and toward a focused set of student outcomes which will help student transfers across our campuses. I am happy to report that we have made significant progress in this area. We have developed a set of minimum general education competencies that our students will need to attain, regardless of the campus, in order to earn the associate degree. By using the approach of identifying student competencies, we still allow each campus to develop courses and curricula which reflect its respectively unique mix of students, faculty, community resources, and history.

In addition, program specific competencies have been developed by the faculty working on Program Coordinating Councils (PCCs) covering nine separate program areas. During this coming academic year, these PCCs will be expanded to include the remaining vocational programs as well as the arts and sciences programs.

Assessment

An important part of developing and maintaining effective instructional programs is being able to collect, and put to appropriate use the data relative to students' profiles and learner outcomes. We will be developing policies and procedures requiring all entering students to take tests for subsequent placement into appropriate levels of courses as needed. We will also be reviewing various available testing instruments and processes with a view toward adopting a consistent approach across all community college campuses. We will also be supporting campus-level trials of standardized test materials designed to measure students' attainment of general education competencies. We will need to improve our capabilities to collect and analyze information about our students in order to improve the counseling and advising processes.

The original report of the Associate Degree Task Force, "Blueprint for Learning," and subsequent reports have provided us with directions on how to shape our degree programs, curricula, and assessment practices for the next decade. So essential are these reports to our future educational success that I have arranged to combine them in this book, and one is being made available for each of us. Let's use this as our guide.

We have a good start. But it is only the beginning.

The next crucial step is for each campus to translate these recommendations into actions. Please join me as we follow the "blueprint" in focusing our collective efforts to attain the highest quality of education we can provide for our students.

Thank you for caring!

Joyce S. Tsunoda

Joyce S. Tsunoda
Chancellor for Community Colleges

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SUMMARY OF REPORTS

I. A Blueprint for Learning. The Report of the Associate Degree Task Force.

Recommendations for Degrees

1. Revise the Associate in Arts degree so that the competencies which students attain are consistent with baccalaureate level performance.
2. Develop an Associate in Science degree in which the competencies students attain are consistent with baccalaureate level performance in an appropriate BS program.
3. Consistent with national practices, rename existing associate in science programs which are not designed to meet baccalaureate level requirements as associate in applied science.
4. Explore the establishment of an associate degree or certificate for those students whose objectives are not being met by any of the existing, or recommended associate degrees.

Recommendations for Curriculum

1. Minimize curricular inconsistencies among the various colleges.
2. Develop explicitly stated common minimum student competencies for each of the categories of associate degrees (AA, AS, AAS).
3. Develop explicitly stated common minimum student competencies for each of the career oriented associate degree programs in which appropriate courses are offered at more than one campus.
4. Explore student competency assessment.

Recommendations for Institutional Assessment

1. Conduct a systematic follow-up of program graduates and leavers.
2. Utilize student competency assessment data as part of the program review process.

II. Associate Degree Expectations. A Report of the Task Forces for the Development of Degree Competencies for the Associate in Arts (AA), Associate in Science (AS), Associate in Applied Sciences (AAS), and Other Degrees, March 1988.

The University of Hawaii Community Colleges have redefined the goals and objectives of their associate degree programs. The redefinition of the degree programs more clearly describes the educational goals to be achieved by students and provides direction for curriculum development at the community colleges.

The general education portion of all associate degree programs is to be based upon a common educational approach emphasizing four integrated themes of common learning: 1) thinking, 2) communicating, 3) knowing and, 4) using.

Theme 1. "Thinking" requires that students should understand systems of thought which involve critical and creative modes of thinking.

Theme 2. "Communicating" requires that students should understand multiple forms of human communication and their uses.

Theme 3. "Knowing" requires that students should understand the elements of accumulated knowledge that bind human beings together as a civilization.

Element 1. Students should understand our shared sense of time: past, present and future.

Element 2. Students should develop an understanding of their individuality, acquire sensitivity to the diverse views and beliefs of others, and understand how our institutions and values shape our lives and views of the world.

Element 3. Students should understand current conceptions and explanations of the nature of the universe.

Theme 4. "Using" requires that students use thought, communication and knowledge to implement their life-decisions and to enrich their lives.

The themes of common learning will permeate and focus all educational efforts and will provide the common threads which interconnect the diverse bodies of knowledge explored by students. Each course offered will incorporate the themes, thereby promoting the attainment of an interconnected educational experience. The attainment of the expectations of each theme will vary according to the emphasis placed on general education in each Associate Degree.

III. Report of the Task Force to Explore Other Degree Options.

A program of General Studies should be offered as an option within the Associate in Science Degree. The General Studies Option (GSO) is non-transferable and allows students to design their own programs to fit their educational goals within specified general education parameters. Students will develop an educational plan with the guidance of faculty and counselors. The plan must be approved by the Dean of Instruction.

IV. Report of the Task Force on Student Competency Assessment.

Recommendations for Assessment of Incoming Students

1. All individuals seeking to enroll as regular students in one of our associate degree programs should complete a comprehensive test package to support advising, counseling, and course placement.

2. Each College should examine its policies and practices relative to incoming student assessment and placement to insure that the following principles are adhered to:

   A. Prerequisites should be established for appropriate courses and/or programs. Campus policies should insure that students participate in basic skills improvement activities if they do not meet those established prerequisites. The student placement criteria should be established and applied system-wide.

   B. To the extent feasible, all entering students should take part in the campus' placement testing program.

3. The trial program of identifying under-prepared students in the high schools should be expanded and improved. However, the current practice of each campus administering a different placement test is a practice which can lead to confusion among the high school students tested and a significant workload increase at the campus level in inter-campus coordination and data analysis to develop and update the necessary course and program contingency data. To improve this situation, the following should be incorporated into the process:

   A. Presentations to high school students need to focus upon the value of the test information for use in student program planning.

   B. Along with placement test information, the Community Colleges should review existing campus student personal history information available at the time of enrollment for the purpose of identifying potential student drop outs, and for facilitating student advising and counseling.

   C. In addition, to facilitate the transferability of students between campuses, scores on placement tests administered by one campus should be applicable for course or program placement at any other Community College in the system.

   D. The Community College assessment instruments used at the high schools should be a different form of the campus instrument to minimize the test-retest effect.

4. Each College should administer a comprehensive student outcomes assessment instrument to all degree-seeking students in their third or fourth semester (36 to 45 credits completed) to provide feedback regarding their progress in meeting academic, career, or personal development goals.

Recommendations for Assessment for Institutional Appraisal

1. Student performance on an appropriate learner outcomes assessment instrument (the same data collected as part of recommendation #4 above) be part of the program review process.

2. As part of the data collection for institutional assessment, the Colleges should develop and administer a survey to all degree seeking students who have completed their third or fourth semester (36 to 45 credits completed) to gauge student perceptions of the degree to which they are satisfied that they have met their academic, career, or personal development goals.

3. In order to facilitate and enforce the use of student outcomes data in our program improvement efforts, funds should be made available as a token reward for programs that meet or exceed their agreed-upon student outcomes expectations.

Recommendations for Assessment for Graduation

Although the concept of administering a global student assessment instrument before awarding a degree is intriguing and may insure that all students will attain a minimum level of competency, there are a number of barriers to such a requirement. It is the Task Force's recommendation that a comprehensive test which all students seeking an associate degree must successfully pass before graduation not be adopted at present.

Recommendations for Campus Trials of Assessment Materials

1. Each of the campuses should be directly involved in both the review of existing products and in the field testing of new assessment instruments.

2. To facilitate the trial of available assessment materials, a Community Colleges system-wide assessment work group should be established, and resources should be made available through the Educational Improvement Funds allocated to the Community Colleges to support campuses' trial administration of selected assessment materials.

A BLUEPRINT FOR LEARNING

THE REPORT OF THE ASSOCIATE DEGREE TASK FORCE

AUGUST 1986

OFFICE OF THE CHANCELLOR
UNIVERSITY OF HAWAII COMMUNITY COLLEGES
HONOLULU, HAWAII

11

INTRODUCTION

Since the establishment of the Hawaii Community Colleges in 1965, and the subsequent formulation of the Associate in Science and Associate in Arts degree, there has not been an opportunity to examine in-depth the purposes of these degrees and the extent to which they are functioning as designed.

Growing public concern about the quality of education as detailed in recent national reports on both secondary and post-secondary education, coupled with issues raised in the recently published Policy Statement on the Associate Degree by the American Association of Community and Junior Colleges, suggests that now is an appropriate time to reexamine the associate degree within the context of the Hawaii Community Colleges.

In order to conduct this review a system-wide Task Force comprised of the following faculty and administrators was convened in January 1985:

FACULTY

Andrew Bushnell	History	Kauai
Rosemary Burnett	Nursing	Hawaii
Edward Coda	Accounting	Leeward
Phillip Hubbard	Natural Sciences	Honolulu
Judy Kappenberg	Learning Resources Center	Leeward
Kit Kowalke	Art	Honolulu
Guy Nishimoto	English	Kapiolani
Mark Slattery	Building Maintenance	Maui
Hazel Tominaga	Secretarial Science	Kapiolani
Charles Whitten	Counselor	Windward

ADMINISTRATORS

Hiroshi Kato	Dean of Instruction	Windward
Colleen Nagua	Curriculum Developer	ETO
Barbara Polk	Acting Dean of Instruction	Maui
William Yamada	Dean of Instruction	Honolulu

EX OFFICIO

Joyce Tsunoda	Chancellor

STAFF SUPPORT

Michael Rota	Director of Academic Affairs
Rg Logiakis	Program Analyst
John Muth	Acting Program Analyst

The purpose of the Task Force was to review and discuss a number of issues relating to the purposes, the structure, and the outcomes of the associate degree, and if appropriate, to make recommendations for the campuses' examination and possible adoption.

In September, 1985, the Task Force issued a discussion paper which was distributed to the faculty and staff of each of the campuses. Following several months of informal campus discussions and a system-wide forum as part of the Excellence in Teaching Conference in February, 1986, a series of formal hearings were held at the colleges. The numerous comments and suggestions made during the extensive formal and informal discussions were incorporated in the final recommendations of the Task Force.

This report is a summary of the findings and recommendations of the Task Force.

THE COMMUNITY COLLEGES IN HAWAII

An Overview

Achieving the proper balance between equality and excellence has been an ongoing societal tug-of-war in America since the founding of the republic (Gardner, 1961). This is a struggle in which postsecondary education has had "center stage" for the past thirty years. Since the late 1950s, considerable federal and state energies and resources have been directed toward making higher education institutions shift their focus to the equalitarian side of the spectrum.

Although the public community college can trace its roots to the early 20th century, its major period of growth and development was in the decade of the 1960's, a period of intense national interest in expansion of access to higher education. During the twelve-year period between 1963 and 1975, enrollments in public community colleges grew from 735,000 to 3,840,000 students (U.S. Department of Education, 1980).

While community colleges have been established to serve a variety of functions, their major role in American higher education has been to serve as the principal vehicle for providing equality of educational opportunity for individuals previously denied access to four-year institutions. In the main, these individuals could be characterized as non-traditional college students: underprepared, economically disadvantaged, and/or older learners.

Through their practice of admitting any individual beyond the age of eighteen, regardless of their previous educational background, community colleges have developed services and evolved an orientation in their policies and programs which have been supportive of the non-traditional student.

A number of institutional practices which came to the fore during this period reflected this orientation, including: extensive remedial education services, degree programs which emphasize maximum student choice and minimum proscribed requirements, non-punitive grading, expansion of the curriculum to include a number of non-traditional offerings, awarding college credit for life experience, etc.

This was also true of the University of Hawaii Community Colleges, which were established in 1965 and designed to make higher education more accessible and equalitarian in nature.

Present Degrees

Since the inception of the Community Colleges in Hawaii, the Associate in Science Degree has been awarded as the credential for successful completion of a two-year vocational-technical program, and the Associate in Arts Degree has been the credential for all other two-year liberal arts endeavors.

The Associate in Science degree is granted to students who successfully complete a two-year program of vocational-technical courses and related general education courses. The purpose of the AS programs is to prepare students for gainful employment or for transfer to baccalaureate programs in applied fields.

This degree requires 60-65 credits of approved coursework, including demonstrated proficiency in mathematics and communications, and 9 credits of liberal arts, applied liberal arts, or interdisciplinary courses as determined by the college or program.

The Associate in Arts degree is granted to students who successfully complete a two-year program of courses primarily in the arts and sciences.

This degree requires 60 credits of coursework with courses distributed in a number of areas including humanities, social sciences, natural sciences, and communications. See Table 1 for a distribution of requirements for the AA degree by College and Table 2 for a description of similar requirements in other degree awarding units within the University of Hawaii.

TABLE 1

ASSOCIATE IN ARTS DEGREES GENERAL EDUCATION REQUIREMENTS

CAMPUS	MIN REQ'D TRANSFER CREDITS	BASIC REQUIREMENTS		AREA REQUIREMENTS		ELECT. CR FOR DEGREE	TOT. CR. IN GEN ED
		(Area)	(Cr)	(Area)	(Cr)		
HONOLULU	60	Communic, Eng. & Sp.	6	Humanities	9	17	43
		Quantit & Logic	3	Nat Sci	10		
		World Civ	6	Soc Sci	9		
KAPIOLANI	60	Communic, Eng. & Sp.	6	Humanities	9	17	43
		Quantit & Logic	3	Nat Sci	10		
		History	6	Soc Sci	9		
LEEWARD	48	Speech	3	Lang Arts	6	33	27
				Arts/Human	6		
				Nat Sci	6		
				Soc Sci	6		
WINDWARD	48	Communic	6	Humanities	6	32	28
		Quantit	3	Nat Sci	6		
				Soc Sci	6		
MAUI	3	Communic	6	Bus/PS/Voc	3	18	42
				Humanities	9		
		Quantit	3	Nat Sci	9		
				Soc Sci	12		
KAUAI	0	Eng Comp Communic	6	Speech	3	17	43
				Humanities	12		
		Quantit	3	Nat Sci	10		
				Soc Sci	9		

TABLE 2

OTHER UH DEGREE AWARDING UNITS GENERAL EDUCATION REQUIREMENTS

CAMPUS	MIN REQ'D TRANSFER CREDITS	BASIC REQUIREMENTS (Area)	(Cr)	AREA REQUIREMENTS (Area)	(Cr)	ELECT. CR FOR DEGREE	TOT. CR. IN GEN ED
UH-HILO A&S	NA	Communic	6	Humanities	12	NA	52
		Quantit & Logic	6	Nat Sci	10		
		World Civ	6	Soc Sci	12		
UH-HILO HCC AA OPT-I	36	Communic, Eng. & Sp.	9	Humanities	6	27	33
		Quantit & Logic	3	Nat Sci	6		
				Soc Sci	9		
UH-HILO HCC AA OPT-II	60*	Communic, Eng. & Sp.	9	Humanities	6	15	45
		Quantit & Logic	3	Nat Sci	9		
		History	6	Soc Sci	12		
UH-MANOA GEN	NA	Communic	3	Humanities	9	NA	39
		Quantit & Logic	3	Nat Sci	9		
		World Civ	6	Soc Sci	9		
UH-MANOA A&S	NA	Communic	3			NA	66
		Quantit	3	Humanities	18		
		World Civ	6	Nat Sci	10		
		Lang/Cult	14	Soc Sci	12		

* Up to 12 elective credits may be in the practical arts.

MAJOR ISSUES

The recent debate in higher education has raised a number of questions that could be asked of Hawaii's Community Colleges. In the twenty years since our establishment there has been no system-wide review of policies and practices. In this context, it seems that now is an appropriate time to examine the Colleges' existing priorities and practices to ensure there is an appropriate balance between equality and excellence.

National Issues

Over the past few years, a series of reports have focused on the status, quality, and future of higher education in America. Although they cover all post-secondary education, many of the concerns apply to community colleges.

There is a general perception that the quality of higher education has declined and that a degree does not necessarily reflect a specific level or type of achievement. Particularly important in the public devaluation of higher education degrees is the lack of common achievement standards or course requirements for each degree. Traditionally, degree requirements have focused on "input," the number and distribution of credits, rather than on "output," what the student has actually learned or achieved. As a result, degrees have little common meaning to the public.

The problem of public understanding and status has particularly affected the associate degrees. These degrees have little stature, even with their own faculties. The Associate in Arts degree does not assure either employment or college transfer. Each four-year college prefers its own transfer requirements with the result that courses, not degrees, transfer. Students, then, have little incentive to complete, or value, the Associate in Arts degree.

Meanwhile, an Associate in Science degree in a vocational field has little appeal to employers. While employers talk of the importance of the employee with a well-rounded education, they quickly hire specialists who are narrowly trained. One author (Novak, 1984) believes that associate degrees have deteriorated as a result of specialization and vocationalism.

The report, *Involvement in Learning* (National Institute of Education, 1984), in recommending ways to improve baccalaureate programs, placed emphasis on defining the vision of an educated person treating education as an active process which requires the involvement of the students to succeed, and developing means to demonstrate students' growth in skill and knowledge between entrance and graduation. The study recommended proficiency examinations for college-level academic learning and stressed the importance of high standards and high expectations throughout.

Reflecting similar concerns, reports focusing on community colleges emphasize that to market the associate degree effectively, colleges must first assure the quality of these degrees. Recommended changes include: more vigor, more structure in the curricula, more coursework, and more specific degree designations.

This trend may also be reinforced by the current national obsession with "high technology" which is raising concerns about the kinds of knowledge and skills required to function in a hi-tech future. Many colleges are now experimenting with requirements in computer literacy or other courses dealing with high technology.

The American Association of Community and Junior Colleges' (1984) statement on associate degrees emphasizes that the associate degree should be currency to negotiate the next step, employment or further education. The degree should represent a tightly knit, coherent sequence of courses followed by an evaluation process that measures outcomes. It should reflect characteristics of an education person.

Hawaii Issues

In addition to the national issues, over the years, a number of issues relating to the associate degree in Hawaii have surfaced and continue to present difficulties. These include the following:

1. Issues Related to Enrollment

   A. Total student enrollment has been declining since the Community College peak of 22,176 in Fall 1982. Preliminary enrollment figures for Fall 1985 indicate that this decline has been reversed.

   The total full-time enrollment has declined steadily since its high of 11,051 in Fall 1975. In fall 1984 it stood at 8,734, the lowest level since 1972. Since 1979, part-time students have accounted for more than half of the enrollment. This proportion has grown steadily, reaching its greatest level (57%) in Fall 1984.

   B. The number of students transferring from the community colleges to a University of Hawaii baccalaureate granting campus reached a peak in 1977, with 1,069 students making the transfer. Although the total enrollment increased between 1977 and 1982 and there were increased enrollment opportunities at UH Hilo and West Oahu College, there was a decline in the number of students transferring to four-year degree-granting colleges. In Fall 1984, 946 students made such a transfer. It is important to note that there is an increasing number of our students transferring to another University of Hawaii Community College. Thus, articulation among the community colleges is as important an issue as is articulation with bachelor's degree granting colleges.

   C. Although the Community Colleges have been awarding an increasing number of degrees and certificates over the past ten years, only approximately 14% of the regularly enrolled students are awarded a degree (including certificates of achievement) during an academic year. Comparable figures for the AA and AS degrees awarded are 9% and 12% respectively.

2. Issues Related to Degree Requirements

   A. There is a lack of clarity within the University of Hawaii Community Colleges as to the meaning and level of the Associate degree. This is evident from the wide variation in the minimum requirements for the various degrees offered. As an example, the various requirements for the Associate in Arts degree are detailed in Table 1 (page 6). This wide variation has made articulation difficult.

   B. The integrity and transferability of the associate degree are questioned within the Community Colleges and from colleges outside the system because degree requirements vary widely.

   C. Some community college curricula, organized to meet degree requirements, appear to be inconsistent with national practices and public expectations.

   D. The range of degrees the community colleges presently offers does not appear to adequately meet the needs of the various students enrolled.

3. Issues Related to Public Perceptions

   A. The community does not clearly understand the meaning of the Associate in Arts degree; this results in the degree having little prestige. Many people do not complete the degree because they feel it has little public meaning or value. Because it is seen as uniquely a community college degree, not specifically linked with the bachelor's degree, the community colleges may be losing students who would otherwise start their baccalaureate education at one of our colleges but don't fully understand that this is possible.

   B. With a few significant exceptions, employers have not established the AS degree either as the minimum requirement for entry to a job or as a desirable qualification for employment.

   C. Because open admission to the Community Colleges has been interpreted as open admission to degree programs, there is a perception in the minds of many of our students and the public that our programs are not of high quality.

4. Issues Related to Student Competencies

   A. Some students who complete community colleges' degree programs do not pass established local, state, and/or national certification examinations in their field of study.

   B. Most community colleges have not explicitly described the student competencies being developed in their degree programs.

   C. The community colleges have not established an appropriate process to independently validate that students awarded degrees do meet the competencies (either explicit or implied) for the degree offered.

TASK FORCE RECOMMENDATIONS

Degrees

The University of Hawaii Community Colleges offer two associate degrees, the Associate in Arts and the Associate in Science, to certify completion of program requirements. This is the case despite the fact that our observations and survey research indicate that students usually come to us to fulfill goals in one of three major areas: academic development, career development, and personal development.

Our Colleges have responded to this apparent dilemma in two ways: either we have chosen to structure our degrees to meet only two major student purposes (e.g. academic development and career development), or we have attempted to meet the three major purposes by having one degree (usually the associate in arts) meet both the academic and personal development goals of students.

At colleges which have organized their degrees to certify only two major student goals, students who enroll primarily to meet a personal development goal find that they must work within the restrictive structure of a program designed for other purposes if they would like to receive a degree to mark their accomplishments.

Colleges which have chosen to meet the three major student goals have typically done so by providing as little structure as possible to their Associate in Arts degree. While this practice has allowed the college to respond to a wide variety of student goals, the college degree requirements are no longer a reliable indicator to the public of our expectations of student performance. In addition, the public is unable to differentiate the degree which was awarded for completion of a program designed to meet personal development goals, from a degree awarded upon completion of academic development goals. It is this kind of ambiguity within our degree program that causes both students and the public to question the value of our degree.

To provide greater structure in our degrees so that students may receive better guidance, it is proposed that the Community Colleges establish separate degree options which are consistent with, and reinforce, the major focus of their principal purposes for attending: academic development, career development or personal development.

To accomplish this, the colleges will need to:

1. Revise the Associate in Arts degree so that the competencies which students attain are consistent with baccalaureate level performance.
2. Develop an Associate in Science degree in which the competencies students attain are consistent with baccalaureate level performance in an appropriate BS program.
3. Consistent with national practices, rename existing associate in science programs which are not designed to meet baccalaureate level requirements as associate in applied science.

4. Explore the establishment of an associate degree or certificate for those students whose objectives are not being met by any of the existing, or recommended associate degrees.

The Curriculum

The curriculum is the tangible manifestation of the purpose and philosophy of the institution. It is through the curriculum and its program requirements that the college is able to define its vision of the "educated" person.

A review of the curriculum of our colleges, either by degree type or program, leads to the conclusion that there is little consensus in the Community Colleges as to what skills and knowledge are important to function as a member of society.

This lack of clarity in our perception of what is important in the curriculum and our lack of consistency in the way we organize instruction across common degrees and programs has potentially adverse consequences for the Community Colleges as an institution and our students as individuals.

As an institution, the consequence of this lack of clarity is a loss of public confidence in our ability to meet the community's needs. Examples of the effects that this loss of confidence generates abound in both the popular media and professional publications. State-legislated student competency testing and specific minimum percentages of student job placement in a related occupation in order for programs to continue are but two examples of the public's attempt to reshape institutions in which they have lost confidence.

For the individual student, the lack of consistency among our campuses in similar programs leads to wasted time, energy, and money, and a growing sense of frustration for those who have chosen to transfer either between community colleges, or between our colleges and a four-year institution. While much of our articulation efforts in the past have been focused on the latter, the transfer between community colleges has been increasing over the past eight years and has the same potential problems to be addressed.

To better focus our curricula and develop a greater consistency of practice among our colleges, the following actions are recommended:

1. Minimize curricular inconsistencies among the various colleges.

2. Develop explicitly stated common minimum student competencies for each of the categories of associate degrees (AA, AS, AAS).

3. Develop explicitly stated common minimum student competencies for each of the career oriented associate degree programs in which appropriate courses are offered at more than one campus.

4. Explore student competency assessment.

Institutional Assessment

High quality educational institutions can be characterized as ones which undertake to revise institutional curriculum, policies and practices through a process of regular critical self assessment. An important element in that assessment process is the availability of timely reliable data about our students, our graduates, and those who leave prior to completing a degree or certificate. At the present, the program review and institutional self-study required as part of accreditation are adequate vehicles for conducting institutional assessment; however, the data currently available to support these processes is not adequate to assess the academic, personal, or career impact we make on our students.

As public skepticism about the ability of educational institutions to deliver what they promise has grown over the past decade, many school districts and several states have initiated competency testing of students prior to awarding degrees. In higher education, the most notable example of this is the Florida Law mandating such testing in all its colleges and universities prior to students being advanced to junior standing.

While there are serious unresolved educational questions about the value of such testing of college students to certify their completion of program requirements, there is value in having such data available for the purpose of assessing program performance. This is particularly important in Hawaii where we have little opportunity to compare ourselves with similar institutions.

To test the feasibility of such an assessment program, the Honolulu Community College liberal arts faculty experimented with use of the College Outcomes Measurement Program (COMP) materials. A group of students who had completed at least 45 credits at HCC was studied. Student performance on this comprehensive measure of general education outcomes provided invaluable validation of the quality of their program of study.

Another source of data relating to the performance of our programs comes from conducting follow-up studies of graduates and leavers. Although regular surveys of graduates and leavers have been conducted as part of the Vocational Education Data System (VEDS), it is incomplete in that it does not provide data for approximately 60% of our students who are not regular vocational students.

In order to improve our institutional assessment, the following are recommended:

1. Conduct a systematic follow-up of program graduates and leavers.

2. Utilize student competency assessment data as part of the program review process.

RECOMMENDATIONS

Degrees

1. Revise the Associate in Arts degree so that the competencies which students attain are consistent with baccalaureate level performance.
2. Develop an Associate in Science degree in which the competencies students attain are consistent with baccalaureate level performance in an appropriate BS program.
3. Consistent with national practices, rename existing associate in science programs which are not designed to meet baccalaureate level requirements as associate in applied science.
4. Explore the establishment of an associate degree or certificate for those students whose objectives are not being met by any of the existing, or recommended associate degrees.

Curriculum

1. Minimize curricular inconsistencies among the various colleges.
2. Develop explicitly stated common minimum student competencies for each of the categories of associate degrees (AA, AS, AAS).
3. Develop explicitly stated common minimum student competencies for each of the career oriented associated degree programs in which appropriate courses are offered at more than one campus.
4. Explore student competency assessment.

Institutional Assessment

1. Conduct a systematic follow-up of program graduates and leavers.
2. Utilize student competency assessment data as part of the program review process.

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ASSOCIATE DEGREE IMPLEMENTATION - ACTIVITY TIMELINE 1986-87

ACTIVITY	AUG				SEPT				OCT				NOV				DEC				JAN				FEB				MAR				APR				MAY			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Associate Degree Steering Committee			A															M																		M	R		C	
2. Joint Meeting					M																																			
Assoc Degree Steering																																								
Fac Senate Chairs																																								
Provosts																																								
3. Implementation Task Forces					A																																			
Assoc Deg Competencies						M				M				M													M				M			M	R	C				
Explore Other Degrees						M				M				M													M				M			M	R	C				
Student Compent Assess						M				M				M													P				M			M	R	C				
4. Prog Coord Councils														A																										
Automotive Mech																						M					M					M				R			C	
Auto Body Repair																							M				M					M				R			C	
Building Maint																								M			M					M				R			C	
Data Process/ICS																						M					M					M				R			C	
Electrical Install																							M				M					M				R			C	
Electronics																								M			M					M				R			C	
Food Services																						M					M					M				R			C	
Machine Shop																							M				M					M				R			C	
Nursing																								M			M					M				R			C	
Secretarial Sci																						M					M					M				R			C	
Welding																							M				M					M				R			C	
5. Curriculum Committee Systemwide Chairs							M								M												M													

CODE:
A = Appoint; M = Meet; P = Presentation; C = Completed; R = Report

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==============================================================================================================================================
ASSOCIATE DEGREE IMPLEMENTATION - ACTIVITY TIMELINE  1987-88                                                                          07/23/86
==============================================================================================================================================
            ACTIVITY              | AUG |  | SEPT |  | OCT |   | NOV |   | DEC |   | JAN |   | FEB |   | MAR |   | APR |   | MAY |   | JUN |
==================================1=2=3=4==1=2=3=4===1=2=3=4===1=2=3=4===1=2=3=4===1=2=3=4===1=2=3=4===1=2=3=4===1=2=3=4===1=2=3=4===1=2=3=4==

1.  Associate Degree                                                       M                                           M   R
    Steering Committee

2.  Joint Meeting                          M
    Assoc Degree Steering
    Fac Senate Chairs
    Provosts

3.  Campus Curriculum Review            A                                                                              C
    Campus groups to
    review curriculum

4.  Prog Coord Councils                 A
    Accounting                               M         M         M                   R
    Admin of Justice                           M         M         M                 R
    Agriculture                                  M         M         M               R
    Architectural Draft                      M         M         M                   R
    Carpentry                                  M         M         M                 R
    Fashion Technology                           M         M         M               R
    Hotel Operations                         M         M         M                   R
    Human Services                             M         M         M                 R
    Management                                   M         M         M               R
    Sales and Marketing                      M         M         M                   R

5.  Curriculum Committee                       M                   M                             M
    Systemwide Chairs
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CODE:
A = Appoint; M = Meet; P = Presentation; C = Completed; R = Report

ASSOCIATE DEGREE EXPECTATIONS

A REPORT OF THE TASK FORCES FOR THE DEVELOPMENT OF DEGREE COMPETENCIES FOR THE ASSOCIATE IN ARTS (AA), ASSOCIATE IN SCIENCE (AS), ASSOCIATE IN APPLIED SCIENCES (AAS), AND OTHER DEGREES

APRIL 1988

OFFICE OF THE CHANCELLOR
UNIVERSITY OF HAWAII COMMUNITY COLLEGES
HONOLULU, HAWAII

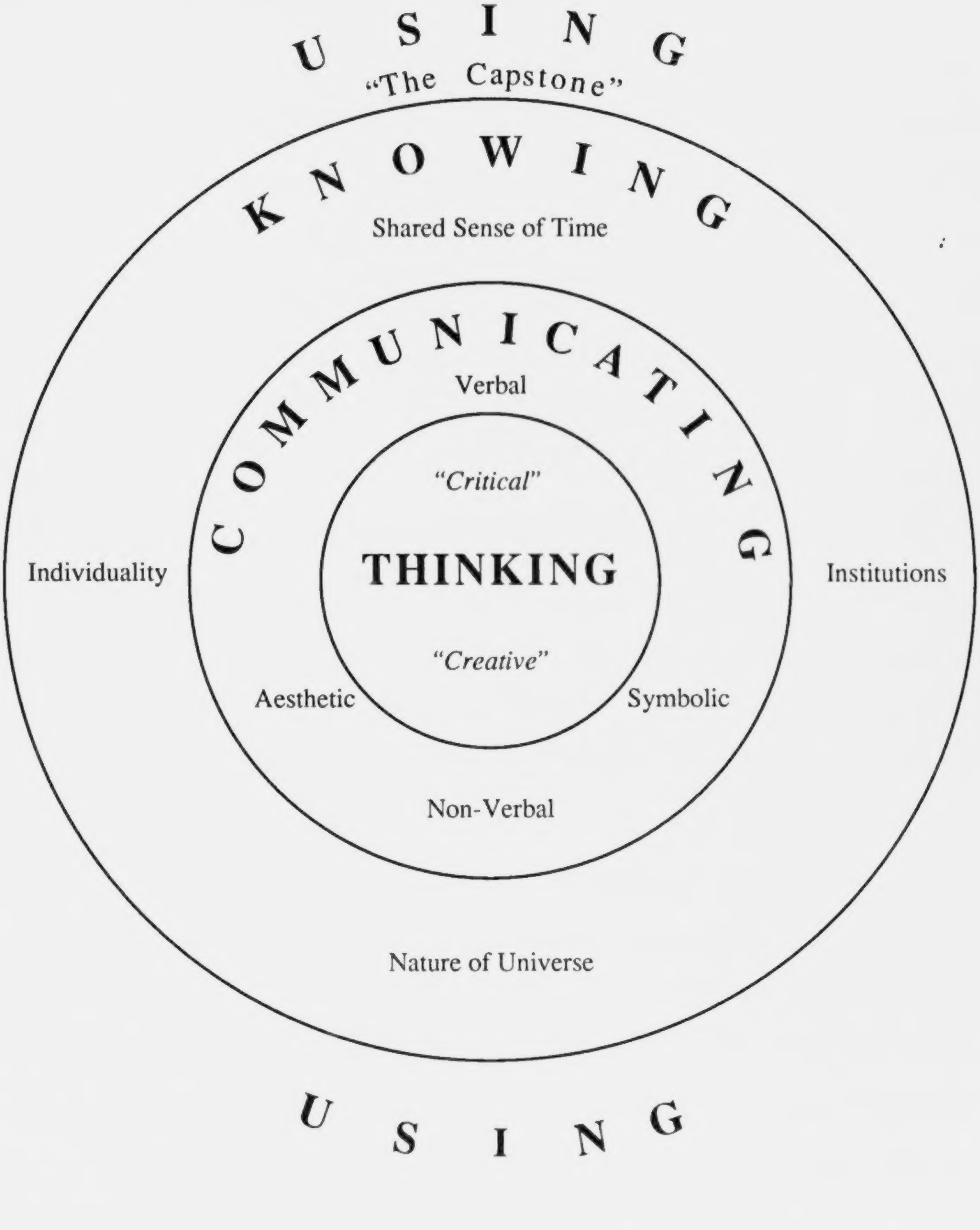
USING
"The Capstone"
KNOWING
Shared Sense of Time
COMMUNICATING
Verbal
"Critical"
THINKING
"Creative"
Individuality
Institutions
Aesthetic
Symbolic
Non-Verbal
Nature of Universe
USING

Figure 1. The Themes of Common Learning

FOREWORD

In August 1986 the Associate Degree Task Force completed its review of the programs and associate degrees offered by the University of Hawaii Community Colleges and submitted a series of recommendations for adoption. In the area of the curriculum the Task Force recommended that the Community Colleges develop common minimum competencies for the associate degrees offered. The specific recommendations of the Task Force were to:

1. Develop a set of minimum desired student competencies for our associate degree programs. These would be competencies we would expect that students will attain, regardless of the degree being sought.

2. Develop a set of minimum desired student competencies for each of the associate degrees offered by the Community Colleges.

3. Communicate its recommendations to the college faculty and administration in the form of a written report.

In order to carry out the recommendations made by the Associate Degree Task Force, Implementation Task Forces to develop minimum competencies for the AA, AS, AAS, and other appropriate degrees were established in Fall 1986.

The AA Task Force membership included:

Lynn Enoki	Arts and Sciences: English (September 1986 - May 1987)	Hawaii CC
Jane Iida	Arts and Sciences: Mathematics (September 1987 - January 1988)	Hawaii CC
Bud Brooks	Vocational Education: Commercial Art	Honolulu CC
Maida Divanian	Student Services: Career Counselor	Kapiolani CC
Brian Yamamoto	Vocational Education: Horticulture	Kauai CC
Pearl Takeuchi	Arts and Sciences: Chemistry	Leeward CC
Ann Arakawa	Arts and Sciences: Mathematics (September 1986 - May 1987)	Maui CC
Nancy Johnson	Vocational Education: Nursing (September 1987 - January 1988)	Maui CC
Don Killeen	Arts and Sciences: Learning Skills	Windward CC
Barbara Polk	Administration: Dean of Instruction (Steering Committee Representative)	Windward CC
Charles Lamoureux	Associate Dean Arts and Sciences	University of Hawaii at Manoa

ASSOCIATE DEGREE EXPECTATIONS

The AS Task Force membership included:

Judy Bearup	Vocational Education: Nursing	Hawaii CC
Tim Wilson	Arts and Sciences: Mathematics	Honolulu CC
Ron Sanderson	Vocational Education: Respiratory Therapy	Kapiolani CC
Josephine Duvauchelle	Vocational Education: Nursing	Kauai CC
Andy Bushnell	Arts and Sciences: History (Steering Committee Representative)	Kauai CC
Pat Harpstrite	Arts and Sciences: Spanish (September-December 1986)	Leeward CC
Carol Bass	Arts and Sciences: English (January-May 1987)	Leeward CC
Bruce Palmer	Arts and Sciences: Biology	Maui CC
Clyde Noble	Arts and Sciences: Chemistry	Windward CC

The AAS Task Force membership included:

Tim Burns	Arts and Sciences: Mathematics	Leeward CC
Patrick Gilbert	Vocational Education: Data Processing	Kapiolani CC
Roy Hamada	Vocational Education: Automotive Mechanics	Employment Training Office
George Kalilikane	Vocational Education: Machine Shop	Honolulu CC
Harold Nishimura	Vocational Education: Carpentry	Hawaii CC
Victor Pellegrino	Arts and Sciences: English (September - November 1986)	Maui CC
Vincent Linares	Arts and Sciences: English (November 1986 to present)	Maui CC
Neil Shiraki	Vocational Education: Electrical Install./Electronics	Kauai CC
Mark Slattery	Vocational Education: Building Maintenance (Steering Committee Representative)	Maui CC
Charles Wolverton (Chairperson)	Vocational Education: Accounting	Windward CC

The Other Degrees Task Force membership included:

Charmaine Bowers	Academic Support	Employment Training Office
Steve Francis	Student Services	Maui CC
Jane Fukunaga (Chairperson)	Arts and Sciences: Political Science (September 1986 - May 1987)	Kapiolani CC
Vicky Chiu-Irion	Arts and Sciences: Economics (September 1987 - January 1988)	Kapiolani CC
Judy Kappenberg	Academic Support: Learning Assistance (Steering Committee Representative)	Leeward CC

James Kilburn	Vocational Education: Business Education	Hawaii CC
Doric Little	Arts and Sciences: Speech	Honolulu CC
Harold Nakamura	Vocational Education: Distributive Education	Kauai CC
Vera Okamura	Arts and Sciences: Mathematics	Windward CC
George Osakoda	Vocational Education: Human Services	Leeward CC

Staff support was provided through the Office of the Chancellor for Community College by Jeff Hunt, Acting Program Analyst.

Two separate subcommittees also contributed significantly to the creation of this report. First, in Spring 1987, a joint AA/AS task force report was drafted by Carol Bass (AS), Maida Divanian (AA), Jeff Hunt, and Don Killeen (AA). The report was distributed to the community colleges' faculty and staff for system-wide review. During Fall 1987, extensive discussions concerning the AA/AS, AAS and Other Degrees reports occurred at all campuses, and recommendations resulting from these discussion were reviewed by the task forces. Subsequent to the system-wide review in Fall 1987 of the AA/AS, AAS, and Other Degrees draft reports, a second subcommittee composed of Steve Francis (Other Degrees), Jeff Hunt, Don Killeen (AA), Vinnie Linares (AAS), Doric Little (Other Degrees), Ron Sanderson (AS), and Chuck Wolverton (AAS) drafted an "umbrella statement" for the general education portion of degree requirements for all Associate Degrees.

This report is a summary of the findings and recommendations of all four task forces for the general education portion of Associate Degree requirements.

The task forces wish to acknowledge Derek Bok and E. L. Boyer for the thought-provoking ideas presented in their writings on the purposes of undergraduate education and the themes of common learning, respectively. Their expositions provided fruitful ground for our discussions (see the Reference Bibliography for complete citations).

INTRODUCTION

The University of Hawaii Community Colleges have redefined the goals and objectives of their associate degree programs and manner of student assessment. The redefinition of the associate degree programs will more clearly describe the educational goals to be achieved by students attaining an associate degree as well as provide direction for curriculum development at each of the community colleges.

The common philosophical base of the general education expectations of all associate degree programs is to be structured upon four integrated themes of common learning: 1) thinking, 2) communicating, 3) knowing, and 4) using.

The themes of common learning are designed to permeate and focus all our core, non-core, program or non-program educational efforts providing the common threads which interconnect the diverse bodies of knowledge explored by our students. Each course offered by the Community Colleges will incorporate the themes, thereby promoting the attainment of an interconnected educational experience.

Associate Degrees

The Associate in Arts (AA) and Associate in Science (AS) degrees of the Community Colleges of the University of Hawaii will signify the completion of sixty or more credits of a college-level educational program. The degree programs introduce students to the processes of learning so that they may develop broad intellectual skills and the ability to interconnect and synthesize the knowledge of distinct disciplines and vocations into a coherent understanding.

Associate Degree Curricula

The associate degree curricula consist of general education, elective, and program courses. The general education courses emphasize the process of learning and the development of a broad interconnected body of knowledge that will support future learning and decision-making. By constructing curricula around the themes of thinking, communicating, knowing and using, students will have the opportunity to develop abilities to communicate in written, verbal, nonverbal, numerical, and aesthetic modes. They will attain attitudes needed for academic and vocational pursuits. In addition, general education emphasizes academic investigation and the skills needed for such investigation. The themes of general education courses prepare students to assume responsibility for their present and future learning. This exposure creates a web of knowledge that, when coupled with experience, will allow students to make appropriate choices throughout life.

A student's level of attainment of the expectations of each theme will vary according to the emphasis placed on general education in each Associate Degree. All students, however, will be exposed to the breadth of expectations as presented in the themes of common learning.

ASSOCIATE DEGREE EXPECTATIONS

The Associate Degree Graduate

The task forces discussed at length the desired product of associate degree curricula, namely, the "associate degree graduate." The task forces realized that the associate degree program, only 60+ credits in scope or generally 2-3 years in duration, presents a challenge to educators to accomplish educational goals within those limitations. The outcomes of the themes, however, are objectives of education at all levels. Through the use of the themes, the community college experience will add to the continuum of learning, enhancing previous learning experiences as well as providing educational refinements equal to the first two years of the general education portion of a baccalaureate program. Through the use of curricula based on the themes of common learning, an associate degree graduate can be fashioned and the attitudes and abilities needed by our students to cope successfully in today's world can be nurtured and developed. To that end the task forces developed the following definition of an educated associate degree graduate--a definition which summarizes the culmination of our educational endeavors.

> The associate degree graduate can be characterized as one who understands, interprets and appreciates the terminology, concepts, and abstractions found in civic, political, scientific, and historical publications; demonstrates awareness of the world in which the individual lives; realizes a sensitivity to a diversity of values and the expression of these values through literature and the arts; and, develops the ability and desire to learn and function independently as a life-long learner and as a questioning, decision-making citizen.

Thus, upon graduation from the University of Hawaii Community Colleges, an associate degree graduate will have developed thinking skills and communication skills, and will have acquired the breadth and depth of knowledge needed to make life-decisions.

Preparation for the Requirements of the Associate Degree

The general education courses of each associate degree program guide students through the rigors of the freshman and sophomore levels of their college education, allowing them to strive towards either an associate degree or transfer to a baccalaureate program. Such courses require that students have college entry-level skills before they begin their program of study. Students deficient in those skills will take courses that increase their reading, writing and mathematical competencies to the levels necessary to assimilate the information presented in the associate degree program.

THE THEMES OF COMMON LEARNING

The associate degree program of study focuses on common, interconnected themes of learning that are inculcated across academic disciplines. Each of the following four themes consists of a global statement followed by related academic competencies expected of associate degree graduates. The themes themselves are interconnected, reflecting the interconnected nature of learning students must experience if they are to comprehend themselves, society and the world in which they exist. All themes promote the development of thinking and communicating skills, the acquisition of a knowledge base, and the use of thinking, communicating and knowledge in making life decisions (Figure 1).

Theme 1. "Thinking"

> Students should understand systems of thought which involve critical and creative modes of thinking.

Critical thinking is a deliberative process of recognizing, analyzing, evaluating, and clarifying (of facts, concepts, ideas, materials, and experiences) which is based upon the application of prescribed principles. Through this theme students will explore the intricate dimensions of systems of thought. Logical thinking involves utilizing deductive and inductive processes to develop reasonable conclusions from information found in diverse visual, verbal, or tactile sources.

Creative thinking entails insightfulness and intuitiveness which results in new thought patterns, imaginative forms and/or innovative solutions to problems. The college experience will assist students to engage in the refinement and development of these thinking skills. It will provide activities that will enhance their capability to apply these skills to educational, career, and life problems.

Upon completion of their program, students should be able to exchange ideas in a critical and constructive manner using appropriate processes of problem-solving, mathematics and/or logic. They should be able to apply analytical procedures to organize information and perform academic inquiry. Their thinking repertoire will include strategies which engender the enhancement of creativity and critical analysis. Students will use systems of thinking to effectively communicate and process the knowledge of the other themes.

Theme 2. "Communicating"

Students should understand multiple forms of human communication and their uses.

Human beings send and receive messages in many forms. It is through development of an ability to use and manipulate these forms that people unlock the knowledge of the world around them. Through this theme, students will explore the linguistic, literary, scientific, numeric, and artistic forms of human communication.

Upon completion of their program, students should become proficient at identifying a message's inferential as well as literal meaning and should become adept at examining the communicator's point-of-view, tone, assumptions, and their validity. This includes understanding numeric and scientific systems of communication and artistic patterns of expression. Students should also be able to manipulate various forms of message-sending and design communication for different purposes. This requires an understanding of the different purposes and methods of communication and how to use them competently. Students will use the forms of communicating to effectively unlock the knowledge of the other themes.

Theme 3. "Knowing"

Students should understand the elements of accumulated knowledge that bind human beings together as a civilization.

Human perception and understanding of the world are continually changing. Students must be familiar with the knowledge bases gathered through time that are used to understand and explain our existence. Through this theme students will explore the accumulated knowledge of humankind and its significance in deciphering the phenomena about us. They will be exposed to our shared sense of time, our institutions and groupings, our explanations of the nature of the universe, and our individuality. Major elements of this theme are presented below.

Element 1. Students should understand our shared sense of time: past, present and future.

To comprehend the significance of present-day events and to chart future directions, students must understand the history of civilization. Such exploration enables students to understand the myriad and subtle ways heritage binds people together. Through this element students will focus on the ideas and events that have decisively shaped history. The areas of study will illuminate the interactive roles which social, religious, political, economic, scientific, and technological forces have played. This element will introduce students to their role in shaping the future.

Upon completion of their program, students should be able to analyze cause and effect relationships in history, place events and the evolution of institutions in a meaningful context and discuss the historical development underlying present relationships. In addition, students should be able to discern similarities and differences among the world's people and identify causes and reasons for international cooperation, competition and strife. Their studies should make them conversant in the ethical and cultural diversities and concerns which abound in our world.

Element 2. Students should develop an understanding of their individuality, acquire sensitivity to the diverse views and beliefs of others, and understand how our institutions and values shape our lives and views of the world.

Life involves a continuum of enculturation within personal, familial, social, political and economic systems. These external forces profoundly affect each individual; however, the individual is ultimately responsible for developing and understanding his or her unique position in society. The college experience is meant to foster exploration of diverse world values, cultures, institutions, philosophies, and beliefs, and consequently should instill in the student a desire to grow and change, to be open-minded, to respect and tolerate ideological/ethnocentric differences of others, to develop intellectual curiosity and the appreciation for life-long learning, and to possess the necessary ethical principles and world view to fully participate as responsible, informed citizens of the State of Hawaii, the United States, and the global community.

Upon completion of their program, students should be able to demonstrate sensitivity to a diversity of views and beliefs. They should be able to identify the individual's responsibility for emotional/intellectual growth and physical/mental health. They should be able to understand the roles of institutions and culture in society. They should be able to understand the relationship between the individual and society from the familial to global level.

Element 3. Students should understand current conceptions and explanations of the nature of the universe.

Humans have structured systems for organizing observable phenomena. Understanding current concepts describing the nature of the universe and the place humans occupy in this universe allows students to understand themselves, their environment and culture. Through this element students will explore the content and the unifying fundamental theories of science which are used to explain the nature of the universe. Problem-solving abilities will be developed through an understanding of the nature of scientific inquiry. Students will be exposed to the achievements and limitations of science and become aware of the importance of using this information in making personal and societal decisions concerning technological applications of scientific knowledge.

Upon completion of their program, students should be able to use inquiry, questioning, experimentation and observation in problem-solving and in distinguishing scientific evidence from personal opinion. They should be able to demonstrate the acquisition of detailed specific knowledge in the sciences, including an understanding of the historical development of that knowledge, and use quantitative understanding in examining the concepts within the scientific domain. They should be able to understand the functions our species performs in the ecosphere, and understand the pervasive uses and limitations of science and technology in society as they analyze contemporary problems associated with the impact of technology on society.

Theme 4. "Using"

Students should use thought, communication and knowledge to implement their life-decisions and to enrich their lives.

Using is the process through which students integrate thinking, communicating, and knowing in order to achieve their fullest potential. Students will be expected to go beyond the process of acquiring knowledge to the utilization of knowledge and thought and communication skills in problem-solving and developing new perspectives. They will be expected to manage diverse and conflicting information which tests their assumptions and to reformulate new assumptions and conclusions as a result of their analysis. Through this theme, students will come to realize that the acquisition of knowledge alone is not sufficient, but rather the ability to utilize knowledge in thinking critically and creatively about complex problems is the most important characteristic of an educated, questioning, life-long learner.

Upon completion of their program, students should be able to use developed thinking skills, enhanced communication skills and knowledge in exploring and evaluating life's choices.

RECOMMENDATIONS

In redefining the associate degrees and developing themes and competencies, task force members discussed numerous ideas and the ramifications of their work. The following recommendations highlight areas which need further attention and discussion.

For All Associate Degrees

1. The Chancellor should develop a mechanism to stimulate and support campus review of this document.

2. A detailed transition plan and timetable for the implementation of the changes indicated in the restructuring of associate degree curricula recommended by the task forces should be developed. The Chancellor should create a task force composed of DOIs, Staff Development Coordinators and faculty to develop this plan. Items to be considered are to:

    A. develop a set of criteria to determine, on a system-wide basis, that both required and elective courses include components addressing the interconnected themes of learning.

    B. investigate the budgetary and resource requirements of the recommended changes. Develop a plan, budget and timetable for an orderly implementation of the changes.

    C. define entry-level college skills for the system.

    D. examine the impact of the changes recommended on remedial/developmental programs of the various colleges.

    E. explore and develop staff development activities to facilitate instructor participation in the reevaluation of their course materials. Provide faculty support for these activities.

    F. develop catalog and general public versions of this document.

3. The statements of this report are the foundation for developing revitalized associate degree curricula. Each campus of the community college system will determine through its own curricular mechanism the courses and necessary curricular modifications/revisions to implement the intent, the meaning and the objectives of the competency statements presented by the task forces. DOIs and Curriculum Committee Chairs should provide leadership in this effort.

4. Individual faculty members should discover ways they can integrate the themes into their courses so their courses can have increased lasting value for their students. Assistance should be provided by system and campus administration and faculty leadership.

5. Writing efforts should be strengthened in course offerings through programs such as "writing across the curriculum" which integrate a process of supervised discussion, repeated preparation of papers, and continual evaluation by instructors to accomplish effective communication. Develop a similar effort in "critical thinking across the curriculum". Faculty in association with the DOIs should direct this effort.

6. Faculty should explore the inclusion of an integrated interdisciplinary seminar at the sophomore level as a credit requirement for associate degrees. The DOIs should direct an inter-campus study of such a seminar.

7. Student Services and faculty should develop and maintain stronger associations to stimulate and assist students in making informed life and career choices. DOIs and DOSSs should take the lead in improving the associations.

8. All appropriate campus units should work to strengthen entry level assessment and follow-up procedures for associate degree-seeking students.

9. The associate degree will consist of 60 or more college-level credits. The DOIs and DOSSs should make efforts to inform students that the degree will probably require more than four semesters to attain.

For the AA Degree

1. All courses applicable to the AA degree will be numbered 100 or above, and they should be designed at an academic level which makes them acceptable at other accredited 2- and 4- year institutions. The DOIs and Curriculum Committee Chairs should review existing courses to determine which ones are acceptable.

For the AS Degree

1. Faculty (and departments) need to explore new ways to package interdisciplinary courses to satisfy AS general education requirements.

2. The AS degree fosters educational growth. Consequently, if a student enters a program already satisfying a minimum general education competency other than by college credit, they will be required to advance that competency to a higher level by taking an appropriate course.

3. This document outlines the framework for determining the courses to satisfy minimum general education degree competencies. Vocational programs must meet that minimum but are free to establish higher general education competencies if needed. The specific vocational program competencies are to be established by the Program Coordinating Councils (PCCs).

REFERENCE BIBLIOGRAPHY

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APPENDIX A. APPOINTMENT LETTERS AND CHARGE TO TASK FORCES

UNIVERSITY OF HAWAII
Office of the Chancellor for Community Colleges

MEMORANDUM

September 23, 1986

TO:

SUBJECT: Appointment to Task Force to Develop Minimum Student Competencies - AA, AS, AAS

As you know, a system-wide Task Force comprised of the faculty and administrators was convened in January 1985 for the purpose of examining our associate degree programs, and make recommendations for improving our primary programs of study. The Associate Degree Task Force, following extensive study and input from all of our colleges, has submitted its final report.

This Report makes a number of recommendations relating to the degrees we offer, our curriculum, and assessment. In order to carry-out the wide ranging recommendations made by the Task Force, I am establishing a number of work groups, each dealing with a separate aspect of the implementation of the Task Force's recommendations.

You have been nominated by your Provost to serve on the Task Force to Develop Minimum Student Competencies - AA. If such an assignment is acceptable to you, I would like to confirm your appointment. If you do not wish to accept this appointment please contact your Provost.

I am sure you already heard about the meeting scheduled for Thursday, September 25, at 2:30 p.m. at Honolulu Community College Snack Bar. I hope your teaching schedule will permit you to join us. If you are attending from a neighbor island, please discuss the details of your travel with your Provost.

I appreciate your willingness to devote your valuable time and energies to this important undertaking.

Joyce

Joyce S. Tsunoda
Chancellor for Community Colleges

cc: Provost
Faculty Senate Chair

TASK FORCE FOR THE DEVELOPMENT OF ASSOCIATE DEGREE COMPETENCIES

BACKGROUND:

During the past year, the Associate Degree Task Force has reviewed our programs, and has submitted a series of recommendations for adoption. In the area of the curriculum, the Task Force recommended that the Community Colleges develop common minimum competencies for the various associate degrees we offer. For a more in-depth discussion of the issues which led to this recommendation please refer to attachment #1.

In order to carry-out the recommendations made by the Associate Degree Task Force, a Task Force for the Development of Associate Degree Competencies is being established.

As recommended by the Associate Degree Task Force, degrees offered should include the associate in arts, the associate in science, and the associate in applied science. The Task force shall be organized into three sub-committees, one for each of the three degrees.

TASK FORCE MEMBERSHIP:

The Task Force shall be comprised of representatives from each campus as indicated below:

ETO	Hamada, Roy	- AAS
Hawaii CC	Enoki, Lynn	- AA
	Bearup, Judy	- AS
	Nishimura, Harold	- AAS
Honolulu CC	Brooks, Harrison	- AA
	Wilson, Tim	- AS
	Kalilikane, George	- AAS
Kapiolani CC	Divanian, Mida	- AA
	Sanderson, Ronald	- AS
	Gilbert, Patrick	- AAS

Kauai CC	Yamamoto, Brian	- AA
	Duvachelle, Josephine	- AS
	Shiraki, Neil	- AAS
Leeward CC	Takeuchi, Pearl	- AA
	Harpstrite, Pat	- AS
	Burns, Tim	- AAS
Maui CC	Arakawa, Ann	- AA
	Palmer, Bruce	- AS
	Pelegrino, Victor	- AAS
Windward CC	Killeen, Don	- AA
	Nobel, Clyde	- AS
	Wolverton, Charles	- AAS

In addition, a representative from UH Manoa will be invited to participate as part of the Task Force.

RESPONSIBILITIES OF THE TASK FORCE:

The specific responsibilities of the Task Force are:

1. To develop a set of minimum desired student competencies for our associate degree programs. These would be competencies we would expect that students will attain, regardless of the degree being sought.
2. To develop a set of minimum desired student competencies for each of the associate degrees offered by the Community Colleges.
3. To communicate its recommendations to the college faculty and administration in the form of a written report.

APPENDIX B. MINORITY REPORTS AND DIFFERING POSITIONS OF MEMBERS

A Minority Response to the Latest Draft of the Associate Degree Task Force Report Entitled "Associate Degree Expectations"

Clyde S. Noble
Windward Community College

Overall Impression

It is apparent from this report that the task force has not completed its charge. Even if we accept the premise that we always knew the task was going to take years to complete, I feel we should be much further along than we are at this point. I feel we could have taken any one of several "umbrella" or "purpose" statements from other institutions and produced something in a month or two that would have served us just as well as this document. While I agree heartily with the idea of producing competencies, I think another set of vague global themes is a waste of our time and taxpayers money. We should get on with producing some assessable competencies.

Specific Comments

The first three theme statements say that the students should be able to understand thinking, etc., and have avoided saying they should be able to do it. Why not say the student should be able to think rather than understand systems of thinking?

Why does it imply accumulated knowledge binds humans together? It seems to me we need the students to "know." Any assumptions about what the knowledge does is not pertinent and should be addressed elsewhere.

In Theme Four, why is the term "life-decisions" used? Are there some non-life decisions that they do not need to know about? Or is the "life" part actually redundant?

On Page 44, why is "using" a phenomena(-on?) rather than a process? The term implies, to me, an unexpectedness or unexplainability that is inappropriate in this context.

"Shared sense of time" is still a mystery to me. Maybe Boyer could explain it, but I doubt it. There are a couple of ways to look at this phrase. One is to realize that, to many, time is a dimension and the analogous statement "shared sense of length" is obvious nonsense. Another approach is to ask why the "shared" is needed at all. Is there an "unshared" sense of time? It sounds like the "shared" part of the phrase is more important than the sense of time.

One of my main problems with this report is that it appears that a subtle emphasis on sharing or togetherness has resulted in this aspect appearing to be more important than thinking, knowing, or anything demonstrable. It seems we are asking for critical thinking but are not using it when we try to explain what we want.

REPORT OF THE TASK FORCE TO EXPLORE OTHER DEGREE OPTIONS

APRIL 1988

OFFICE OF THE CHANCELLOR
UNIVERSITY OF HAWAII COMMUNITY COLLEGES
HONOLULU, HAWAII

FOREWORD

In August 1986 the Associate Degree Task Force completed its review of the programs and associate degrees offered by the University of Hawaii Community Colleges and submitted a series of recommendations for adoption. In the area of the curriculum the Task Force recommended that the Community Colleges explore the need for an additional associate degree or certificate for those students whose needs were not being met by any of our existing or recommended associate degrees. The specific recommendations of the Task Force were to:

1. Determine the extent to which a need for other degree options exists within the community.

2. If it is determined that there is a need for other degree options, to draft a proposal for that degree (or certificate) which could be considered by the colleges. This proposal should include a set of minimum desired student competencies.

In order to carry out the recommendations made by the Associate Degree Task Force, an Implementation Task Force to explore other degree options was established in Fall 1986.

The Other Degrees Task Force membership includes:

Charmaine Bowers	Academic Support	Employment Training Office
James Kilburn	Vocational Education: Business Education	Hawaii CC
Doric Little	Arts and Sciences: Speech Department	Honolulu CC
Jane Fukunaga	Arts and Sciences: Political Science (Chairperson)	Kapiolani CC
Harold Nakamura	Vocational Education: Distributive Education	Kauai CC
Judy Kappenberg	Academic Support: Learning Resource Center (Steering Committee Representative)	Leeward CC
George Osakoda	Social Sciences: Human Services	Leeward CC
Steve Francis	Student Services	Maui CC
Vera Okamura	Arts and Sciences: Mathematics Department	Windward CC

Staff support was provided through the Office of the Chancellor for Community Colleges by Lois Magnussen and Jeffrey W. Hunt, Acting Program Analysts.

This report is a summary of the findings and recommendations of the Task Force to Explore Other Degree Options.

A RATIONALE FOR A GENERAL STUDIES OPTION FOR THE ASSOCIATE IN SCIENCE DEGREE

The Other Degree Option Task Force proposes that a program of General Studies be offered as an option within the Associate in Science Degree in the University of Hawaii Community College System. The General Studies Option (GSO) is intended to be non-transferable and allow students to design their own programs to fit their educational goals within specified general education parameters.

Background

The concept of the Associate in General Studies (AGS) degree was introduced by Honolulu Community College in 1974 to fill the gap created when HCC decided to make their AA degree a transfer-only degree. Despite the fact that the AGS concept was discussed extensively in the next three years at the Provosts' Council, the Chancellor's Council, meetings of Deans of Instruction, meetings of the General Education Planning Committee, and was referred to Dr. Matsuda by Dr. Amioka for BOR approval as a new community college degree, it was never acted upon.

As of January, 1987, only Kapiolani Community College and Honolulu Community College have a transfer-only degree. However, when the new community college system-wide AA transfer-only degree is implemented, five community colleges will find themselves in the same situation as Honolulu was in 1974. Because sixty transfer credits will be required for the AA degree, students at the five campuses will be impacted by this revision (see Appendix B).

In a position paper on the GSO drafted by the Chancellor's Office for Community Colleges on August 9, 1976, it was pointed out that "in addition to filling the gap created by the new AA degree, the GSO may help deal with several other frequently discussed concerns: the practicality of the AA for the two-thirds or so of AA students who in fact do not transfer within the UH system; attrition from the AA program; and students who complete large numbers of credits but do not graduate." These concerns have not diminished in the ensuing ten years and could very well be addressed with a community college system-wide degree.

It should be pointed out that, although the AA and the AS are the most common degrees granted by community colleges nationwide, 17 percent of community colleges in the country offer an associate in general studies degree. Colleges in Colorado, Illinois, Michigan, Minnesota, Missouri, Ohio, Pennsylvania, and Washington are among those which offer this degree.

The proposal for Hawaii's community colleges is not for a separate degree, but for an option of general studies within the established Associate in Science degree structure. Hawaii's community colleges will also differ from the mainland in that the program here requires more focus than does the typical GSO. Students pursuing this option will be required to identify and pursue a concentration. This additional focus is proposed to improve the usefulness and academic credibility of the degree work.

OTHER DEGREE OPTIONS

The GSO puts into operation on the community college level a concept of a flexible degree program which is already well established in the UH system. The Manoa and Hilo Colleges of Arts and Sciences, and West Oahu College all offer the B.A. in Liberal Studies - programs which allow students to design their own majors with the advice and approval of relevant faculty and deans.

Role in Mission

It is the belief of this task force that the awards offered by the community colleges should reflect their mission. Included in this mission is the provision for assisting students in three areas of development: academic, career, and personal. Since the proposed AA and AS degrees will be designed to foster specific academic and career development, the GSO would not only assist students in pursuing academic goals, but would also allow students to pursue personal and career goals that are not met within the present restrictive structure of the AA and AS degrees.

Reason for Introduction of the New Option

Community colleges throughout the country are experiencing increasing enrollments of non-traditional students. The GSO would offer an alternative degree option to students who are not interested in a transfer degree or a traditional vocational program offered by the college. The GSO could encourage and aid these students in defining and achieving their own personal educational goals by having them commit themselves to a degree option tailored to their needs and interests. Therefore:

1. Since statistically a small percentage of students attending UH Community Colleges are awarded degrees and very few transfer to the four year campuses of the University of Hawaii (see Appendix C), it could be inferred that some of these students might be interested in pursuing the type of curriculum plan offered by the GSO. With the AA consisting of transfer level courses and the current AS degree being inflexible, the GSO could serve the needs of those students who want a non-transfer, flexible degree.

2. The GSO could serve the unclassified and non-traditional students who are interested in focusing on personal growth and career development not met by the current AA and AS degrees.

3. As increasing numbers of graduates with baccalaureate or higher degrees are experiencing difficulty in finding jobs, both in the state and nationwide, there is a need for shorter educational programs which will broaden students' intellectual perspectives as well as help them achieve early entry to the job market. Although the community colleges have a responsibility to develop vocational programs for occupational areas in which there is substantial, long-term demand, in many job areas there are

occasional jobs for which specialized training is desirable but for which demand is not great enough to warrant an ongoing program. The GSO allows development of individually-tailored programs in these areas, making use of courses already in existence to meet a particular need.

4. The GSO would improve the community colleges' responsiveness to the educational needs of the community. A major aspect of the GSO proposal is that it provides a general education degree which is controlled solely by the experience of the community colleges. At present, most of the liberal arts courses offered by the community colleges (excluding remedial reading, writing and math courses) are near-duplicates of courses offered at UH Manoa. Many of the other courses are designed for students in specific vocational programs. The GSO allows flexibility for the colleges to assess the interests of this group and to respond with appropriate course offerings.

5. The GSO would be an option within the established AS degree and is not designed to transfer to baccalaureate granting colleges, although students who later seek a baccalaureate degree may transfer credits acceptable to the receiving college. Within the UH system, this means that all courses taken toward the GSO which carry numbers of 100 or above are acceptable for transfer toward baccalaureate degrees according to the existing articulation arrangements between U.H. Manoa and the community colleges.

Examples of Specific Student Needs

1. Students who wish to combine vocational and general education courses in order to give more practical value to their degree than is typically the case with the AA:

    a. police/fire/public service.

    (Indications are that a two-year degree gives some advantage in application).

    b. starting a business (or advancing in one).

    (Students may tailor curriculums to meet the needs of an existing business or to start a business.)

2. Students with personal needs who wish to take advantage of a unique combination of existing courses:

    a. students who wish to prepare for a second career and/or part-time work in a private or agency work setting.

    b. fulfilling personal goals or aspirations.

3. Students transferring to schools requiring academic backgrounds different from UHCC's AA and AS degrees:

   a. technical schools: (for example)

      photography/graphicsmedia/broadcasting

   b. military.

      two year degree provides enlistment advantage in rank/pay and choice of training.

4. Students who live in geographically isolated areas (for example, Molokai or Lanai) and may not have physical access to the full range of campus offerings.

Proposed Program Elements

The General Studies Option offers students the opportunity to develop a program of study within the AS degree based upon their individual needs and interests. It is designed for those who wish to combine vocational-technical and liberal arts courses in one program, as well as those who wish to undertake broad general education experiences.

Guidelines for the development of the degree

1. Students will submit plans outlining the course requirements for the degree prior to completing the last 24 credits in their program. An exception to this requirement will be made only with the approval of the student's counselor, faculty advisor, and the Office of the Dean of Instruction.

2. Students will work with a counselor and a faculty advisor who have agreed to help develop a degree program.

3. Students may select courses from among vocational and general education courses numbered above the remedial level. (Students may enroll in remedial courses as needed but these credits will not count toward the total required for the degree.) Vocational courses are open on a space available basis only.

4. This program must be approved by Office of the Dean of Instruction.

Graduation requirements for the degree

1. Required Credit Hours: 60 credits in courses above the remedial level.

   The program is developed jointly by the student and a counselor, in consultation with a faculty advisor who is part of the program concentration.

2. Minimum GPA: 2.0.

3. General Education Requirements .21 cr

   The General Education requirements will be met with the completion of 21 credits distributed among the four themes of common learning defined in Report of the Task Forces for the Development of Degree Expectations for the Associate in Arts, Associate in Science, Associate in Applied Sciences and Other Degrees. (April 1988). Students will meet the general education requirements established for the Associate in Science degree and will select additional courses to assure that their study in the common themes of learning is balanced.

4. Study in a selected program . . . . .24 cr

   These courses will relate directly to the student's stated goals, and are to be developed with appropriate advising.

5. Electives . . . . .15 cr

   Total 60 cr

6. Residency

   The final 12 credits in the selected program (excluding credit by examination) must be taken at the campus granting the degree. (Residency requirement may be waived for cause at the option of the Dean of Instruction. The Dean or Provost may also approve use of credit by examination to meet residency requirements at their discretion.)

In summary, this degree option is an effort to offer another alternative to students who wish to pursue an individually-designed program using present curriculum offerings. The existence of the potential group, the need to make the best use of present resources, the possibility of meeting small-demand manpower needs, and the offering of a general-education option are the bases for interest in the General Studies Option.

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Relates the results of a roundtable discussion on the rough draft policy statement developed by the AACJC Board of Directors Associate Degree Committee.

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Report by E. L. Boyer of the Carnegie Foundation calling attention to disunity among academic community regarding goals and objectives.

Winter, David G., Abigail J. Stewart, and David C. McClelland. "Grading the Effects of a Liberal Arts Education" in *Psychology Today,* September 1978, p. 69.

Relates study results which indicate that a liberal arts education has proven beneficial in increasing students' ability to formulate and express complex thoughts and in fostering strong concern for power and self-control. Study based on the Test of Thematic Analysis (TAT) developed by the authors.

Wittstruck, John R. *Requirements for Certificates, Diplomas and Associate Degrees: A Survey of the States.* Denver: State Higher Education Executive Officers Association, April 1985.

Reports the results of a survey on degree requirements in pre-baccalaureate programs. Data suggests national trends in number of semester hours, general education requirements, and other areas.

APPENDIX A. APPOINTMENT LETTER AND CHARGE TO TASK FORCE

UNIVERSITY OF HAWAII
Office of the Chancellor for Community Colleges

MEMORANDUM

September 23, 1986

TO:

SUBJECT: Appointment to Task Force to Explore Other Degree Options

As you know, a system-wide Task Force comprised of the faculty and administrators was convened in January 1985 for the purpose of examining our associate degree programs, and make recommendations for improving our primary programs of study. The Associate Degree Task Force, following extensive study and input from all of our colleges, has submitted its final report.

This Report makes a number of recommendations relating to the degrees we offer, our curriculum, and assessment. In order to carry-out the wide ranging recommendations made by the Task Force, I am establishing a number of work groups, each dealing with a separate aspect of the implementation of the Task Force's recommendations.

You have been nominated by your Provost to serve on the Task Force to Explore Other Degree Options. If such an assignment is acceptable to you, I would like to confirm your appointment. If you do not wish to accept this appointment please contact your Provost.

I am sure you already heard about the meeting scheduled for Thursday, September 25, at 2:30 p.m. at Honolulu Community College Snack Bar. I hope your teaching schedule will permit you to join us. If you are attending from a neighbor island, please discuss the details of your travel with your Provost.

I appreciate your willingness to devote your valuable time and energies to this important undertaking.

Joyce

Joyce S. Tsunoda
Chancellor for Community Colleges

cc: Provost
Faculty Senate Chair

September 25, 1986

TASK FORCE
TO
EXPLORE OTHER DEGREE OPTIONS

BACKGROUND:

In its recommendations related to degrees, the Associate Degree Task Force called for the Community Colleges to explore the need for an additional associate degree or certificate for those students whose needs were not being met by any of our existing or recommended associate degrees (see attachment #1).

In order to accomplish the recommendation made by the Associate Degree Task Force, a Task Force to Explore Other Degree Options is being formed.

TASK FORCE MEMBERSHIP

The Task Force shall consist of representatives from each campus; its membership includes:

ETO	Bowers, Charmaine
Hawaii CC	Kilburn, James
Honolulu CC	Little, Doric
Kapiolani CC	Fukunaga, Jane
Kauai CC	Nakamura, Harold
Leeward CC	Osakoda, George
Maui CC	Francis, Steve
Windward CC	Okamura, Vera

RESPONSIBILITIES OF THE TASK FORCE:

The specific responsibilities of the Task Force are:

1. To determine the extent to which a need for other degree options exists within the community.
2. If it is determined that there is a need for other degree options, to draft a proposal for that degree (or certificate) which could be considered by the colleges. This proposal should include a set of minimum desired student competencies.

A. DEGREES

The University of Hawaii Community Colleges offer two associate degrees, the Associate in Arts and the Associate in Science, to certify completion of program requirements. This is the case despite the fact that our observations and survey research indicate that students usually come to us to fulfill goals in one of three major areas: academic development, career development, and personal development.

Our Colleges have responded to this apparent dilemma in two ways: either we have chosen to structure our degrees to meet only two major student purposes (e.g. academic development and career development), or we have attempted to meet the three major purposes by having one degree usually the associate in Arts) meet both the academic and personal development goals of students.

At colleges which have organized their degrees to certify only two major student goals, students who enroll primarily to meet a personal development goal find that they must work within the restrictive structure of a program designed for other purposes if they would like to receive a degree to mark their accomplishments.

Colleges which have chosen to meet the three major student goals have typically done so by providing as little structure as possible to their Associate in Arts degree. While this practice has allowed the college to respond to a wide variety of student goals, the college degree requirements are not longer a reliable indicator to the public of our expectations of student performance. In addition, the public is unable to differentiate the degree which was awarded for completion of a program designed to meet personal development goals, from a degree awarded upon completion of academic development goals. It is this kind of ambiguity within our degree program that causes both students and the public to question the value of our degrees.

To provide greater structure in our degrees so that students may receive better guidance, it is proposed that the Community Colleges establish separate degree options which are consistent with, and reinforce, the major focus of their principal purposes for attending: academic development, career development or personal development.

To accomplish this, the colleges will need to:

1. Revise the Associate in Arts degree so that the competencies which students attain are consistent with baccalaureate level performance.
2. Develop an Associate in Science degree in which the competencies students attain are consistent with baccalaureate level performance in an appropriate BS program.
3. Consistent with national practices, rename existing associate in science programs which are not designed to meet baccalaureate level requirements as associate in applied science.
4. Explore the establishment of an associate degree or certificate for those students whose objectives are not being met by any of the existing, or recommended associate degrees.

APPENDIX B
TABLE 1

ASSOCIATE IN ARTS DEGREES
GENERAL EDUCATION REQUIREMENTS

CAMPUS	MIN REQ'D TRANSFER CREDITS	BASIC REQUIREMENTS (Area)	(Cr)	AREA REQUIREMENTS (Area)	(Cr)	ELECT. CR FOR DEGREE	TOT. CR. IN GEN ED
HONOLULU	60	Communic, Eng. & Sp.	6	Humanities	9	17	43
		Quantit & Logic	3	Nat Sci	10		
		World Civ	6	Soc Sci	9		
KAPIOLANI	60	Communic, Eng. & Sp.	6	Humanities	9	17	43
		Quantit & Logic	3	Nat Sci	10		
		History	6	Soc Sci	9		
LEEWARD	48	Speech	3	Lang Arts	6	33	27
				Arts/Human	6		
				Nat Sci	6		
				Soc Sci	6		
WINDWARD	48	Communic	6	Humanities	6	32	28
		Quantit	3	Nat Sci	6		
				Soc Sci	6		
MAUI	3	Communic	6	Bus/PS/Voc	3	18	42
				Humanities	9		
		Quantit	3	Nat Sci	9		
				Soc Sci	12		
KAUAI	0	Eng Comp Communic	6	Speech	3	17	43
				Humanities	12		
		Quantit	3	Nat Sci	10		
				Soc Sci	9		

TABLE 2

OTHER UH DEGREE AWARDING UNITS
GENERAL EDUCATION REQUIREMENTS

CAMPUS	MIN REQ'D TRANSFER CREDITS	BASIC REQUIREMENTS (Area)	(Cr)	AREA REQUIREMENTS (Area)	(Cr)	ELECT. CR FOR DEGREE	TOT. CR. IN GEN ED
UH-HILO A&S	NA	Communic	6	Humanities	12	NA	52
		Quantit & Logic	6	Nat Sci	10		
		World Civ	6	Soc Sci	12		
UH-HILO HCC AA OPT-I	36	Communic, Eng. & Sp.	9	Humanities	6	27	33
		Quantit & Logic	3	Nat Sci	6		
				Soc Sci	9		
UH-HILO HCC AA OPT-II	60*	Communic, Eng. & Sp.	9	Humanities	6	15	45
		Quantit & Logic	3	Nat Sci	9		
		History	6	Soc Sci	12		
UH-MANOA GEN	NA	Communic	3	Humanities	9	NA	39
		Quantit & Logic	3	Nat Sci	9		
		World Civ	6	Soc Sci	9		
UH-MANOA A&S	NA	Communic	3			NA	66
		Quantit	3	Humanities	18		
		World Civ	6	Nat Sci	10		
		Lang/Cult	14	Soc Sci	12		

* Up to 12 elective credits may be in the practical arts.

APPENDIX C. DEGREES AWARDED 1980-1985

Between 1980-1985, an average of 20,626 students enrolled annually in the University of Hawaii Community College System. Of these 20,626 students an annual average of:

795 students transferred to UHM
63 transferred to UH Hilo
98 transferred to West Oahu College

956 total transfers annually

Approximately 4.6 per cent of community college students transferred annually (between 1980-1985) to baccalaureate campuses within the UH system.

During this same period (1980-1985):

3.7 per cent of the total student population received AA Degrees
.009 per cent of the total student population received AA Voc Ed Degrees
6.0 per cent of the total student population received AS Degrees
2.4 per cent of the total student population received Certificates of Achievement.

Approximately 12 per cent of the student population received degrees or certificates of achievement.

Therefore 83.8 percent of students who enroll in the community colleges do not receive a degree or transfer.

REPORT OF THE TASK FORCE ON
STUDENT COMPETENCY ASSESSMENT

FEBRUARY 1988

OFFICE OF THE CHANCELLOR
UNIVERSITY OF HAWAII COMMUNITY COLLEGES
HONOLULU, HAWAII

FOREWORD

In August, 1986 the Associate Degree Task Force completed its review of our programs and submitted a series of recommendations for adoption. In the area of the curriculum, the Task Force recommended that the Community Colleges explore the topic of student competency assessment.

The specific recommendations of the Task Force were as follows:

1. To explore the issues related to student competency assessment.
2. To determine the feasibility of incorporating student competency assessment in the Community Colleges' degree certification process.
3. To develop a specific proposal for consideration by the Chancellor and the colleges, if it is determined that student competency assessment is feasible.
4. To examine the various instruments available for assessment of student competencies as part of institutional evaluation and to recommend those instruments which would be appropriate to use in the program review process.

In order to carry-out the recommendation made by the Associate Degree Task Force, a Task Force on Student Competency Assessment was established in fall 1986.

The Task Force membership included:

ETO	Kay Beach
Hawaii CC	Richard Uchida
Honolulu CC	Beng Poh Yoshikawa
Kapiolani CC	David Nakamaejo
Kauai CC	Dana Bekeart
Leeward CC	Elsie Hyde
Maui CC	Jeannie Pezzoli
Windward CC	Roy Muramoto
Honolulu CC	Phillip Hubbard

Staff support was provided by the Office of the Chancellor for Community Colleges: Michael Rota, Director of Academic Affairs; and Jeff Hunt, Acting Program Analyst.

In April 1987, a discussion draft of a report on the findings and recommendations of the Task Force was distributed to the Community Colleges' faculty and staff. During the fall semester of 1987, extensive discussions took place on the various campuses, and recommendations resulting from these discussions were reviewed by the Task Force.

This report is a summary of the findings and recommendations of the Task Force.

INTRODUCTION

Education at all levels has been confronted with an increasing public demand for institutional accountability, a demand which has resulted from the perception that graduates are not attaining the level of knowledge, skills, and understanding consistent with the needs of an increasingly complex society.

From the perspective of the 1980s, the 1960s and 1970s can be viewed as a permissive time during which societal and institutional values were re-examined and frequently relaxed. In education, it was a period of intense national interest in expansion of access to higher education. During the twelve-year period between 1963 and 1975, enrollments in public community colleges grew from 735,000 to 3,840,000 students (U.S. Department of Education, 1980). This also was a period which many believed resulted in a lowering of academic standards and a focusing on satisfying individual wants at the expense of the needs of society. The result today is that many graduates of our schools, colleges, and universities lack even the most basic competencies. Examples of the declining competency of students are the decade-long fall in the national average score on the College Board's Scholastic Aptitude Test (SAT) and the high proportion of students entering our Community Colleges who need remedial instruction to develop their basic academic skills.

During the past several years many national task forces have examined the quality of post-secondary education. Their published findings have also confirmed the need for our increased attention to the issues of increasing academic rigor and accountability. The Association of American Colleges (1985) in its report, *Integrity in the College Curriculum,* referred to the absence of institutional accountability as "one of the most remarkable and scandalous aspects" of higher education. A study sponsored by the American Association of State Colleges and Universities (1986) also voiced concern over declining competencies.

> Most frequently the concern is expressed in terms of deficiencies exhibited by many college graduates in their communication skills, their ability to solve quantitative problems, their knowledge about the world around them, and their competence as critical thinkers.

Due to increasing public concern about declining academic standards, the belief in our ability to assess student competence adequately through course grades is no longer enough. Student competence must now be demonstrated not only to the satisfaction of our peers, but also to society as a whole. The American public has always been skeptical of the judgment of "experts," and major public debacles during the last two decades such as the war in Viet Nam and Watergate, coupled with recent national studies critical of the quality of education, have contributed to the widespread belief that the experts are incompetent. Consequently, our ability to demonstrate that our educational programs can produce graduates who are competent, as measured by some form of external assessment, is an important aspect of regaining public credibility.

This report reviews the major issues involved in student competency assessment, and presents recommendations to utilize student assessment as a tool to bring about improvements in program quality.

EXISTING COMPETENCY ASSESSMENT PRACTICES IN HAWAII

Student competency assessment is a process whereby the specific knowledge, understanding, and skills acquired by the individual students during their educational experience are measured through some regular, non-classroom testing process to determine the extent to which desired learner outcomes have been attained. Competency assessment includes not only written tests to measure specific knowledge acquired, but also demonstrations of technical skills and techniques developed through participation in our Colleges' programs of study.

Although our Colleges do not currently have any formal external student assessment processes in place for the purpose of either student graduation certification or institutional assessment, our students have been, and will continue to be, routinely involved in competency assessment activities.

For the majority of our students, competency assessment begins in elementary school with standardized tests for institutional assessment, continues through high school and college with the State Department of Education's Test of Essential Competencies and our Colleges' entering student placement program, and, for a growing number of fields, is required for entry to employment. This section reviews some of the existing competency assessment activities in which our students are expected to participate.

Assessment for Institutional Appraisal

The Hawaii State Department of Education, through its Office of Assessment, annually administers the Stanford Achievement Test to all students in grades nine through twelve. This test reports student scores in percentile ranks by stanines in both language arts and mathematics. The range of scores, by grades and by school, is publicly reported on an annual basis, as is the average performance of all test takers for each grade nationally. These student-focused data are thus available so the public may review and assess the performance of their neighborhood schools. It is interesting to note that since the scores have been published annually in the major daily newspapers, there has been a steady improvement in students' performance on the test.

Assessment for Graduation

Since summer 1983, the Hawaii State Department of Education has required that students demonstrate their mastery of basic academic skills and functional competencies on the Hawaii State Test of Essential Competencies (HSTEC) before the high school diploma is awarded. This test is administered to students in grades nine through twelve, and may be taken annually until a passing score is attained. Ninety-five percent of the students taking the test attain a passing grade.

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Assessment of Incoming Students

As open admission institutions, the University of Hawaii Community Colleges admit all applicants at least eighteen years of age, or high school graduates, who can benefit from the instruction. As can be expected, this practice results in the admission of a substantial number of individuals who are academically under-prepared to pursue their desired program of study. In order to identify entering students who need to improve their basic academic skills, each campus presently administers a placement test for recommending English and math courses to new students. These tests, administered periodically throughout the academic year, typically consist of reading and mathematics components. The specific test instruments utilized by the respective campuses are as follows:

Language Arts

Hawaii CC	Nelson Denny Reading Test, Form E
Honolulu CC	Nelson Denny Reading Test, Form C, TABE Level D, Form I
Kapiolani CC	Nelson Denny Reading Test, Form E
Kauai CC	Nelson Denny Reading Test, Form E
Leeward CC	Nelson Denny Reading Test, Form D
Maui CC	Comprehensive Test Battery Series (CTBS)
Windward CC	Nelson Denny Reading Test, Form E

Mathematics

Hawaii CC	In-house developed examination
Honolulu CC	In-house developed examination
Kapiolani CC	In-house developed examination
Kauai CC	Lee-Clark Mathematics Test
Leeward CC	In-house developed examination
Maui CC	In-house developed examination
Windward CC	College Board Descriptive Test of Mathematics Skills

Assessment for Employability

Assessment to determine an applicant's competence to perform in a specific job or line of work is not a new aspect of pre-employment screening. Our students, particularly those seeking employment in government service or in jobs which have some element of risk to public health and safety, have been required to pass these tests. A sampling of existing employability tests (see Appendix C for additional information about specific examinations) which many of our students can be expected to encounter, include these categories:

State/national licensing examinations
Apprenticeship entry examinations
Civil service examinations

MAJOR ISSUES

Assessment of Incoming Students

At the present time, each campus has developed a student counseling and advising process to help enroll new students in courses and programs which will allow students to accomplish their educational goals. One aspect of this process is the administration of a placement test package in order to assess the level of preparation of entering students. As detailed in Section II, this process consists of administering a language arts test (usually a form of the Nelson-Denny Reading Test) and a mathematics test (usually a campus developed test). From the scores on these tests, new students are advised to take English and math courses suitable for their level of preparation and program of study. In reviewing this process, a number of issues come to the fore: the validity and reliability of the placement tests; the ability of the data being collected to meet the counseling and advising needs of the campuses; conformance with new federal student financial aid regulations which in some instances require student academic diagnosis to be conducted with commercially prepared examinations; the utility of the tests currently being administered, within the context of a systematic institutional appraisal process; and the lack of institutional academic policies to guide the enrollment and/or placement of students into courses or programs on the basis of the student data collected.

Assessment for Institutional Appraisal

Institutional appraisal is undertaken for the purposes of evaluating and improving the functioning of programs. The process of appraisal is one of determining the extent to which programs are meeting their planned student educational goals. As part of the process, learner outcomes are established, and data are collected which will allow the college to identify areas of strength and of weakness.

High quality educational institutions characteristically revise institutional curricula, policies, and practices as a result of a regular, critical self-assessment process. An important element in that assessment process is the availability of timely and reliable data about students, graduates, and those who leave prior to completing a degree or certificate. At present, the Community Colleges' program review process and the institutional self-study required as part of accreditation are adequate vehicles for conducting institutional assessment. However, the data currently available to support these processes, typically student enrollment and resource utilization data, are not adequate to assess the impact the program has made on students' academic, career, or personal development outcomes.

For institutional appraisal, the major issues related to student assessment are: agreement on what constitutes appropriate measures of a program's student outcomes; the adequacy of the available tools and procedures to measure those outcomes; and the process for reporting and utilizing the collected data.

Assessment for Graduation

Student assessment for graduation involves the administration of a system-wide global test to all students who seek a degree. It is only after the student meets both the credit distribution requirements and attains a satisfactory score on the graduation assessment test that the degree is awarded. With the rise of public skepticism about the ability of educational institutions to graduate an educated student, many school districts and several states have initiated competency testing of students prior to awarding high school diplomas.

In higher education, the states of Georgia and Florida have taken the lead in implementing assessment requirements for student graduation or advancement to upper division status. Since 1973, college students in Georgia have been required to pass its Regents Examination in order to graduate. The exam, consisting of reading and composition components, is administered in the student's sophomore year and may be retaken until a passing score is attained. Florida law mandates similar testing in all its colleges and universities prior to students being advanced to junior standing. Focusing on assessment in its report, *Assessment in American Higher Education,* the Office of Educational Research and Improvement of the U.S. Department of Education (1986) concluded:

> But beyond this (the Georgia and Florida tests) there are few examples of true graduation tests where students who do not pass the examination do not receive a degree. Despite the inroads state governments are making on the academic independence of colleges, they have been reluctant, so far, to impose graduation tests.

The use of a standard assessment instrument for graduation testing raises a number of questions which need to be addressed before the implementation of such a requirement. These questions are: 1) Is a single comprehensive test adequate to measure the full range of student outcomes which colleges strive to attain, and 2) In what ways will the adoption of a single graduation test affect the curriculum of the college.

FINDINGS AND RECOMMENDATIONS

The primary goal of a student assessment program is to provide reliable data to meet the counseling and advising needs of its students, to improve the faculty members' ability to accomplish desired educational outcomes, and to provide a data base that describes those accomplishments to our students and the public.

Although we have two major program improvement processes in place in the Community Colleges, the program review process and accreditation self-study, these activities depend entirely upon program input and efficiency measures as proxies for student outcomes. The Task Force members are of the belief that with the use of directly measured student outcomes data, collected as part of a well developed student assessment procedure, program improvement efforts will be significantly enhanced. It is with these goals in mind that the following findings and recommendations have been developed.

Assessment of Incoming Students

A major task facing community colleges in the mid-1980s is one of meeting the heightened public expectation for academic excellence, while at the same time maintaining an avenue of access for the academically under-prepared. In addition, this critical goal must be accomplished in an era in which we are not likely to see significant new public resources committed to the task. Therefore, it is more important than ever that we be able to identify the under-prepared student as soon as possible following admission and to guide that individual into an appropriate program of study.

For successful student counseling and advising, faculty and staff must have accurate information on the educational background and the retention probabilities of incoming students. In addition, such information should provide the basis for a student focused institutional assessment program. Fortunately, research has been conducted during the past fifteen years (Astin, 1975; Roueche & Baker, 1987) which provides important guides to changing our Colleges' assessment practices and student placement policies which will, if implemented, help accomplish our goal of access with excellence.

Astin explores student factors which correlate with an increased probability of dropping out of college, and thus provides us with specific data items to collect from entering students which will allow us to identify those students with the greatest need for assistance. Roueche and Baker identify those institutions which are the most successful in meeting student needs, and thus provide us with effective models of institutional policies and practices which contribute to student success.

We believe that our Colleges would be able to help incoming students meaningfully if placement testing included the collection of student data related to predicting students' probability of dropping out, and if the collected data were linked more directly with orientation and advising/counseling functions.

Attempts at this linkage are now occurring. For example, Kapiolani Community College, San Berandino College, Sinclair Community College, and Belleville Area College each have initiated expanded student data collection efforts to support their advising and counseling programs.

Kapiolani Community College is developing a self-assessment inventory to be administered to new students during placement testing. This instrument is designed to provide demographic data, as well as to identify the students' perceived level of academic study, social, and career skills. The resulting data will provide a base for a computerized student profile to be used by counselors and students. Specific student populations such as the underprepared, single parents, undecided, and non-native speakers of English can be identified to assist in institutional planning. Students will be provided an individual computerized assessment of identified deficiency areas and a short description of currently available student support activities related to their needs.

San Bernadino College uses the Comparative Guidance and Placement Program (ETS) with incoming students to help "empower them for effective decision-making." In addition to presenting traditional standard score and percentile rank values for aptitudes measured, the student report contains self-reported high school grades in selected courses, placement forecasts for six entry level English and math courses, performance forecasts for associate degree and certificate programs, a profile of comparative interest index scores, financial need indicators, and academic and motivation scores.

At Sinclair Community College and Belleville Area College, the ACT ASSET Program (a student advising, placement, and retention service) has been successfully used with new students. ASSET is a locally scored success-oriented assessment program combining academic skill measures with immediate advising and placement services. According to Belleville Area College, "The philosophy inherent in this process is that it embraces the assessment, advising and orientation functions in a short-term, yet productive and efficient manner." Through this research-based prediction tool they can place students at an appropriate point for their skill level. Further, due to the ASSET approach, students better understand how their successes in college relate to the development of their math, reading, and writing skills, and to their own success efforts (study techniques, etc.) in the classes in which they enroll. Also used is the Educational Planning Form which immediately integrates information about the student's educational background, plans, and needs with the assessment results. It provides an additional student database that facilitates comprehensive course advising and retention research.

The Task Force also believes to make our colleges more effective we should revise current policies regarding who takes part in the placement process, and about student participation in activities and courses designed to overcome a lack of preparation.

SPECIFIC RECOMMENDATIONS

1. All individuals seeking to enroll as regular students in one of our associate degree programs should complete a comprehensive test package to support advising, counseling, and course placement. Such a package will provide us with reliable data about the entering students' goals, knowledge, and skills in the basic academic areas, and it will serve as a baseline for institutional assessment. See Appendix A for the minimum student information data elements which should be incorporated in the assessment package.

2. Each College should examine its policies and practices relative to incoming student assessment and placement to insure that the following principles are adhered to:

   A. Prerequisites should be established for appropriate courses and/or programs. Campus policies should insure that students participate in basic skills improvement activities if they do not meet those established prerequisites. The student placement criteria should be established and applied system-wide.

   B. To the extent feasible, all entering students should take part in the campus' placement testing program. While it may not be practical to test unclassified students who desire to take only one or two courses during a semester, all students registering for nine or more credits, all students (including unclassified) who have completed fifteen or more credits, and all students who wish to register for any math or English course should be required to have completed the campus assessment instrument prior to registering. Each campus may develop a procedure to waive this requirement for students who present special circumstances.

3. The trial program of identifying under-prepared students in the high schools should be expanded and improved. Kapiolani CC and Honolulu CC have experimented with administering their campus placement tests to students in selected high schools. This practice has allowed prospective Community College students to identify areas of weakness early enough to take steps to correct them while they are still in high school. This practice should be expanded to include more Colleges and more high schools. However, the current practice of each campus administering a different placement test is a practice which can lead to confusion among the high school students tested and a significant workload increase at the campus level in inter-campus coordination and data analysis to develop and update the necessary course and program contingency data. To improve this situation, the following should be incorporated into the process:

   A. Presentations to high school students need to focus upon the value of the test information for use in student program planning. It should be emphasized that the test is not a barrier to admission.

B. Along with placement test information, the Community Colleges should review existing campus student personal history information available at the time of enrollment for the purpose of identifying potential student drop outs, and for facilitating student advising and counseling (see Appendix A for a listing of the minimum data which should be collected).

C. In addition, to facilitate the transferability of students between campuses, scores on placement tests administered by one campus should be applicable for course or program placement at any other Community College in the system. This requires that the predictability of the various assessment instruments utilized across courses and programs on all of our campuses be verified. If the complexities stemming from the use of different placement assessment instruments cannot be resolved, it may be more appropriate to adopt a single Community Colleges test battery for use by each campus.

D. The Community College assessment instruments used at the high schools should be a different form of the campus instrument to minimize the test-retest effect.

4. Each College should administer a comprehensive student outcomes assessment instrument to all degree-seeking students in their third or fourth semester (36 to 45 credits completed) to provide feedback regarding their progress in meeting academic, career, or personal development goals. The data from this assessment will help assess the extent to which campuses are meeting our desired goal of operating quality programs.

Assessment for Institutional Appraisal

In 1976, the University of Hawaii, in conjunction with the National Center for Higher Education Management Systems (NCHEMS), undertook a study of the feasibility of implementing a program assessment process which focused upon learner outcomes. As part of that process, a survey was made of all academic deans, directors, and department/division chairs (including Community Colleges) in order to determine those measures of student performance most appropriate to examine. That survey indicated that the most sought data were student scores on standard tests of academic achievement and assessments of students' satisfaction with the educational services they received.

One of the realities of having data available is that it will be used by individuals to satisfy their decision-making needs. Recognizing that data can be used incorrectly to draw conclusions about program performance, it is our responsibility to develop a process which accurately reports and utilizes the collected data. There are several models for using student assessment data for institutional appraisal.

1. Assessment as a Measure of Discrepancy From an Established Norm.

   A key feature of the management by objective (MBO) approach to program operation is the establishment of program performance objectives in the form of statements of outcome expectations. The established performance objectives become the ideal norms by which program performance is assessed.

   High quality programs can be characterized as those which consistently meet or exceed the established performance standards.

2. Assessment as a Means for Comparing Institutions or Programs.

   When there are two or more programs which appear to be attempting to meet the same objectives, there is an inclination to want to see how one program is performing relative to the others. In order to determine this comparison, selected data are collected and disseminated by such organizations as the National Center for Higher Education Management Systems (NCHEMS), and expert assessments proclaiming the best programs in selected fields are frequently reported in publications such as the Chronicle of Higher Education.

   High quality programs can be characterized as those which out-perform the other programs in the field of comparison.

3. Assessment as a Measure of "Value-Added" Outcomes.

   One of the realities of program assessment is that different programs rarely have sufficient common elements to make comparative assessments of performance meaningful. Differences in program goals and objectives, the levels of student skills and knowledge at program entry, program resources (staffing, facilities, equipment, etc.), and supportive services make meaningful comparison of student outcomes questionable if not impossible.

   The primary purpose of an educational program is to make meaningful changes in a student's knowledge, skill, attitude, and understanding. Since education is a process of student growth and development which takes place over a measurable period of time, assessment at the beginning of the process (pre-test) and at the end of the process (post-test) indicates the progress made by the student as a result of the education process. Assuming that students demonstrate higher post-test scores than pre-test scores, the "value added" can be attributed to the educational program.

   High quality programs can be characterized as those which consistently add substantial measures of value to their students' base of knowledge, skill, and understanding.

SPECIFIC RECOMMENDATIONS

1. Student performance on an appropriate learner outcomes assessment instrument (the same data collected as part of recommendation #4 above) should be part of the program review process. This data should be used as part of an analysis of the value added to students' knowledge, skills, and understanding from their completion of program requirements. Institutional appraisal of program performance should be based on agreed-upon measures of student outcomes. Progress towards improving the attainment of those student outcomes during a specified period of time, rather than any specific level of attainment, is the important consideration.

2. As part of the data collection for institutional assessment, the Colleges should develop and administer a survey to all degree seeking students who have completed their third or fourth semester (36 to 45 credits completed) to gauge student perceptions of the degree to which they are satisfied that they have met their academic, career, or personal development goals. This data should be collected at the same time the learner outcomes assessment instrument (see recommendation #4 above) is administered. This data, coupled with the data derived from the comprehensive student assessment instrument, should be part of a value-added program appraisal.

3. The State of Tennessee, in an effort to encourage student assessment processes, has made available additional funds to colleges which use student performance data as part of a program of institutional assessment. This model has some merit, and should be adopted by the Community Colleges on a trial basis. In order to facilitate and enforce the use of student outcomes data in our program improvement efforts, funds should be made available as a token reward for programs that meet or exceed their agreed-upon student outcomes expectations.

Assessment for Graduation

Administering a global test to all students seeking a degree is an area of considerable controversy in the higher education community. This section will attempt to address some of these issues by detailing the pros and cons for each position in the controversy.

Position 1. An exit test may be used for grading, selecting, sorting, and accepting students in advanced degree programs.

Pro: Definite, well-defined and publicly known criteria promote meritocratic principles. They focus emphasis on individual achievement by providing a minimum level which all graduates are known to have attained. Since exit tests are usually pass/fail and repeatable, they cannot be used for grading, selecting, and sorting students following graduation.

Con: Single assessment instruments, or even a series of instruments, are known for their inability to reflect initiative, creativity, ambition, and a host of other attributes not easily defined in objective terms. Since these are all beneficial outcomes of the educational process as well as valuable attributes for further education and advancement in one's career, they should be given equal emphasis with the objective measurement of the basics when a student is judged qualified for graduation.

Position 2. Exit testing may promote a return to basics, at the expense of a broader curriculum and the overall intellectual and moral development of the student.

Pro: Current graduates of many high schools, community colleges, junior colleges, and universities lack competency in the basic skills. The curriculum obviously needs strengthening in this area. Exit testing is one way to promote program improvement, and to demonstrate to the public that our colleges do have standards.

Con: The increasingly complex skill levels required by modern society demand student proficiency not only in basic skills, but also in higher order cognitive skills. Students need to develop skills which integrate and apply knowledge from a wide variety of disciplines. Furthermore, increased intercultural contacts and activities demand an unprecedented understanding of our own society, other cultures, and history. The increasing complexity of society also demands an increased understanding of science and technology and their interactions with society. While basic skills obviously need increased attention, the areas traditionally addressed by a liberal education cannot be neglected.

Position 3. Criteria for graduation may no longer be determined by the faculty of educational institutions, but rather by researchers or professional test developers outside of the educational establishment.

Pro: Assessment validation research into the knowledge, skills, understanding and other personal attributes necessary for success in a given endeavor is the most reliable source for test criteria. Educational professionals are not the only group competent to define an educated person.

Con: By virtue of their participation in the educational process; scholarly efforts; and familiarity with technical, professional, and academic requirements; professional educators and researchers within educational institutions are the most qualified to define an educated person, and to set criteria that will qualify a student for graduation. Since each institution, or system of institutions, has developed a curriculum which reflects its community's needs, it is best that the criteria for graduation also rest at that level.

Position 4. Clarification of public expectations.

Pro: Knowing that there is growing public concern about the competency of students graduating from colleges, we have a professional obligation to take steps to improve the outcomes of our educational programs. Establishment of a test which must be successfully completed prior to awarding a degree is one way of making a clear statement of expectations of student performance upon graduation.

Con: Other means of demonstrating competence and value to the community that do not have many of the drawbacks of exit testing can be established. For example, a well developed institutional assessment program which focuses upon learner outcomes will validate the extent to which the college's degree goals are being attained. Thus, it is unnecessary to institute exit testing to demonstrate that students have attained a level of education consistent with community expectations.

Position 5. Validity of the test.

Pro: Professionally designed assessment instruments may be available which may be appropriate for graduation testing. In addition, when coupled with an appropriate placement test for entering students, exit testing can serve as a means of determining the value added.

Con: Commercially prepared tests are based upon generally held assumptions regarding the outcomes of a degree. However, at the present time there is not a sufficiently well developed consensus among professional educators regarding the minimum skills and knowledge that all college graduates should attain. Thus, it is not currently possible to purchase a single test which could determine if a student should be awarded a degree. The alternative is to develop our own examination, a time consuming and expensive process.

SPECIFIC RECOMMENDATION

Although the concept of administering a global student assessment instrument before awarding a degree is intriguing and may insure that all students will attain a minimum level of competency, there are a number of barriers to such a requirement. Foremost is the reality that because of the diversity in American public higher education, there is no general agreement as to the minimum general competencies for an associate degree. Therefore, where graduation testing has taken place, it has focused primarily on language arts and mathematics skills. As part of our current efforts to identify minimum competencies for our various associate degrees, we will likely achieve some degree of consensus as to what constitutes minimum competencies for our own colleges. In order to assess the attainment of these competencies through a graduation test, however, it would require extensive test development. In light of the relatively small percentage of students who graduate with an associate degree, we do not believe that such an expenditure of resources is advisable. In addition, a well developed institutional appraisal process which utilizes data from commercially available student assessment instruments, as recommended above, should assure that students are attaining an acceptable level of competence.

We therefore recommend that a comprehensive test which all students seeking an associate degree must successfully pass before graduation not be adopted at present. However, in those specific disciplines where there may be an appropriate assessment instrument, it would be worthwhile to experiment with the development of a graduation test, especially in technical fields.

Campus Trials of Assessment Materials

There are a number of professionally developed comprehensive student placement and outcomes assessment packages which may be suitable for adoption by the campuses for use in student placement and as part of a learner-outcomes institutional appraisal process. This pool of potential assessment tools is also expanding as more institutions become involved in assessing the outcomes of their work.

SPECIFIC RECOMMENDATIONS

1. Each of the campuses should be directly involved in both the review of existing products and in the field testing of new assessment instruments.

2. To facilitate the trial of available assessment materials, a Community Colleges system-wide assessment work group should be established, and resources should be made available through the Educational Improvement Funds allocated to the Community Colleges to support campuses' trial administration of selected assessment materials.

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APPENDIX A. APPOINTMENT LETTER AND CHARGE TO TASK FORCE

UNIVERSITY OF HAWAII
Office of the Chancellor for Community Colleges

September 23, 1986

MEMORANDUM

TO:

SUBJECT: Appointment to Task Force to Explore Student Competency Assessment

As you know, a system-wide Task Force comprised of the faculty and administrators was convened in January 1985 for the purpose of examining our associate degree programs, and make recommendations for improving our primary programs of study. The Associate Degree Task Force, following extensive study and input from all of our colleges, has submitted its final report.

This Report makes a number of recommendations relating to the degrees we offer, our curriculum, and assessment. In order to carry-out the wide ranging recommendations made by the Task Force, I am establishing a number of work groups, each dealing with a separate aspect of the implementation of the Task Force's recommendations.

You have been nominated by your Provost to serve on the Task Force to Explore Student Competency Assessment. If such an assignment is acceptable to you, I would like to confirm your appointment. If you do not wish to accept this appointment please contact your Provost.

I am sure you already heard about the meeting scheduled for Thursday, September 25, at 2:30 p.m. at Honolulu Community College Snack Bar. I hope your teaching schedule will permit you to join us. If you are attending from a neighbor island, please discuss the details of your travel with your Provost.

I appreciate your willingness to devote your valuable time and energies to this important undertaking.

Joyce

Joyce S. Tsunoda
Chancellor for Community Colleges

cc: Provost
Faculty Senate Chair

2327 Dole Street · Honolulu, Hawaii 96822 · Cable Address: UNIHAW
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APPENDIX B

STUDENT DATA FOR ADVISING AND COUNSELING

NAME OF CAMPUS ______________________________

1. NAME ______________________________
Last First MI

Address ______________________________

City ______________ State ____________ Zip Code __________

2. SOCIAL SECURITY NUMBER _ _ _ | _ _ | _ _ _ _

PHONE NUMBER Home (_ _ _) _ _ _ - _ _ _ _
Work (_ _ _) _ _ _ - _ _ _ _

3. DATE OF BIRTH ______________________
Month Day Year

4. IS ENGLISH YOUR FIRST (PRIMARY) LANGUAGE? [ ] Yes [ ] No

5. SEX [ ] Male [ ] Female

6. MARITAL STATUS [ ] Single [ ] Married

7. ARE YOU A VETERAN? [ ] Yes [ ] On active duty [ ] No

8. ETHNIC BACKGROUND

Which of these best describes your ethnic background? Choose one only.

American Indian or Alaskan Indian
[ ] American Indian or Alaskan Native

Asian or Pacific Islander
[ ] Chinese
[ ] Filipino
[ ] Hawaiian and part-Hawaiian
[ ] Korean
[ ] Japanese
[ ] Pacific Islander, including Fijian, Micronesian, Samoan, Tahitian, Tongan, etc.
[ ] Other Asian, including Cambodian, Laotian, Thai, Vietnamese
[ ] Mixed Asian and/or Pacific Islander
[ ] Persons of the Indian Subcontinent, Afghanistan, Bangladesh, India, Nepal, Pakistan, Sri Lanka

Black, not of Hispanic Origin
☐ Black

Hispanic
☐ Puerto Rican ☐ Other Hispanic ☐ Mixed Hispanic

White, not of Hispanic Origin
☐ Caucasian, including any persons having origin in any of the original people of North Africa, The Middle East, or Europe (excluding Spain and Portugal)
☐ Portuguese

Mixed Ethnic Background
☐ A combination of ethnic backgrounds which includes two or more of the five major categories--American Indian and Native Alaskan, Asian or Pacific Islander, Black, Hispanic, and White.

☐ Other ______________

☐ Can you trace your ancestry in Hawaii to the period before the arrival of Captain Cook?

9. WHICH OF THESE DESCRIBE YOUR PARENTS' EDUCATION BACKGROUND?

☐ Neither of my parents has a 4-year college degree
☐ One or both of my parents has a 4-year college degree

10. TYPE OF HIGH SCHOOL CERTIFICATE

☐ High school diploma |_|_| Year
☐ GED
☐ Foreign secondary
☐ Not a high school graduate
☐ Still in high school

____
Name of high school City State

11. CREDITS EARNED AFTER HIGH SCHOOL

|_|_| Quarter credits |_|_| Semester credits

12. HIGHEST DEGREE/CERTIFICATE EARNED AFTER HIGH SCHOOL

☐ Have not attended
☐ Some credits/courses
☐ Certificate or diploma
☐ Associate degree
☐ Bachelor's degree
☐ Master's degree or beyond
☐ Other ______________

____
Last school attended after high school City State

13. OVERALL HIGH SCHOOL GRADE POINT AVERAGE

[ ] A+ or A
[ ] A-
[ ] B+
[ ] B
[ ] B-
[ ] C+
[ ] C
[ ] C-
[ ] D
[ ] Not applicable

14. COURSES COMPLETED

	High School # of years studied	After High School # of years studied
English	________	________
Business Math	________	________
Algebra	________	________
Calculus	________	________
Science	________	________
Foreign Language	________	________
Computer Skills	________	________
Vocational Skills	________	________

15. ENROLLMENT PLAN

Term		Time	Credits planned first term
[ ] Fall	_____	[ ] Day	__________
[ ] Spring	_____	[ ] Evening	
[ ] Summer	_____	[ ] Day and evening	

16. CAREER GOAL

____
Type of work or name of occupation

17. EDUCATIONAL MAJOR OR PROGRAM

____
Name of first choice

How sure are you of your choice in number 17?
[ ] Very sure [ ] Fairly sure [ ] Not sure

18. EMPLOYMENT HOURS PLANNED PER WEEK WHILE ENROLLED

[ ] None
[ ] 1-10
[ ] 11-15
[ ] 16-20
[ ] 21-30
[ ] 31 or more

19. AMOUNT OF EDUCATION PLANNED

- ☐ Classes only; no certifcate or degree
- ☐ One- to two-year certificate or diploma program
- ☐ Two-year college degree
- ☐ Four-year college degree
- ☐ Graduate or professional study beyond four-year degree
- ☐ Undecided

20. CONSIDERING TRANSFER TO ANOTHER SCHOOL LATER?

- ☐ Two-year college
- ☐ Four-year college/university
- ☐ Other type of institution
- ☐ Not planning to transfer
- ☐ Undecided about transfer

Name of institution being considered ______ City ______ State ______

21. MOST IMPORTANT REASON FOR ATTENDING THIS TERM

- ☐ Learn skills to get a job
- ☐ Learn skills to advance in job or change job
- ☐ Other: Explain ______
- ☐ Improve basic skills in English, reading, or math
- ☐ Take courses for personal Interst

22. WOULD LIKE HELP WITH THE FOLLOWING:

Yes	Maybe	No	
☐	☐	☐	Financial aid
☐	☐	☐	Finding work
☐	☐	☐	Learning English
☐	☐	☐	Reading skills
☐	☐	☐	Study skills
☐	☐	☐	Writing skills
☐	☐	☐	Math skills
☐	☐	☐	Choosing major/career

Yes	Maybe	No	
☐	☐	☐	Personal concerns
☐	☐	☐	Learning disability
☐	☐	☐	Physical disability
☐	☐	☐	Health problem
☐	☐	☐	Work experience credit
☐	☐	☐	Child care
☐	☐	☐	______

APPENDIX C

TECHNICAL CONSIDERATIONS IN TEST SELECTION

Technical considerations which are to be examined by educators and administrators in the process of selecting a standardized test have been delineated by many authors, including Cronbach (1960) in Essentials of Psychological Testing, Anastasi (1976) in Psychological Testing, and Thorndike and Hagen (1969) in Measurement and Evaluation in Psychology and Education. The guide that follows is largely adapted from materials published by the latter authors in their chapter on "Qualities Desired in any Measurement Procedure (pp 162-207)."

A. General Identifying Information

In selecting an appropriate student assessment instrument, one must consider a number of general factors before settling upon a final choice. These factors include:

1. What is the name of the test?
2. Who are the authors, and what positions do they hold? (Do they have a sound academic reputation in the field of test construction?)
3. Who publishes the test, and when was it published? (Is the publishing house solid? Any chance of it going out of business?)
4. What will the testing program cost? (Is it affordable, and who will pay the bill?)
5. How long does the test take to administer? (Are students available for that length of time?)

B. Practical Evaluation

In selecting an appropriate student assessment instrument, one must consider a number of practical factors before settling upon a final choice. These factors include:

1. Is there a test manual? (Is it readable and durable? Is the test easy to administer, are directions to students clear, and are scoring procedures simple but in sufficient detail to minimize the possibility of scoring errors?)
2. Does the manual clearly state the purpose and applications for the test? (Is the test appropriate for your purpose?)

3. Does the manual provide a clear statement of the qualifications needed to administer the test and interpret it properly? (Who will be administering and/or interpreting the test, and do they have the required qualifications and the available time?)

4. Are norms available, with an appropriate standardization sample, that guide users toward sound and correct interpretation of the test results? (standard scores or percentile ranks)

C. Validity

The validity of an assessment instrument refers to the extent to which the instrument actually measures that characteristic it purports to measure. In short, is this instrument a valid measure of the desired skill, knowledge, or competence? In assessing validity one must consider the following:

1. Does the manual report evidence on the validity of the test for the type of inference for which the test is to be used? (content, criterion, construct validity)

2. Were the procedures used to assess validity appropriate? (What were the size, nature, and appropriateness of the sample employed? Were inappropriate correlations between items and total test score used as evidence of validity?)

   For content validity, does the manual clearly define the content domain and indicate the procedures for sampling from that domain?

   For criterion-related validity, does the manual describe the criterion variables clearly, comment on their adequacy, and indicate what aspects of the criterion are not adequately reflected by these measures? Are the statistical analyses presented in a form that permits the reader to interpret the degree of confidence that can be placed in inferences about individuals?

   For construct validity, is the proposed interpretation clearly defined in the manual?

   In sum, to what extent does evidence toward validity justify the use for which you would want to make of the test results?

D. Reliability

In assessing reliability, one is concerned with determining how accurately the instrument measures the desired characteristics. In other words, is the instrument capable of producing the same results during subsequent administration to the same individuals? In assessing reliability, the following factors must be considered:

1. How adequate is the evidence stated in the manual regarding the reliability of the test? (re-test, parallel-form, split-half, Kudar-Richardson procedure; how adequate are the size and nature of the sample?)
2. Are the product-moment coefficient and the standard errors of measurement presented in the manual?
3. If more than one form of the test was produced, are data provided to judge the comparability of the alternate forms?
4. Is evidence reported on the internal consistency of the test?
5. Does the manual provide data on the stability of test performance over a period of time?
6. In sum, to what extent does the manual provide reliability data that justify the use that you would want to make of the test results?

APPENDIX D

ASSESSMENT FOR EMPLOYMENT

1. STATE/NATIONAL LICENSING EXAMS

Automotive Mechanics:

National Level: The Automotive Service Excellence (ASE) test is administered twice a year at selected sites across the country, including Hawaii.

The test is a written examination, covering the following areas: air-conditioning; automotive transmission; brake systems; electrical systems; engines front suspension and wheel alignment; standard transmission; tune-up; diesel engine; and motorcycle repair.

State Level: Automotive mechanics written and practical certification tests are required.

In order to be licensed as an automotive mechanic an individual is required to pass both a written and a practical examination. The written examination covers ten different areas including: air-conditioning; automotive transmission; brake systems; electrical systems; engines; front suspension and wheel alignment; standard transmission; tune-up; diesel engine; and motorcycle repair.

A practical examination in each area is administered to those individuals who passed the written exam.

Cosmetology:

National Level: No national examination

State Level: Successful completion of the State Board of Cosmetology examination is required before an individual is able to work as a cosmetologist in Hawaii. A written test covering all aspects of cosmetology has been developed by a New Jersey company.

Nursing:

National Examination: National Council of Licensing Examinations for Practical Nursing (NCLEXPN) designs and administers a test for individuals who have completed practical nursing programs and want to be licensed. This examination is endorsed by 50 states as applying towards Practical Nursing certification. It is estimated that between 96% and 100% of examinees pass the test.

STUDENT COMPETENCY ASSESSMENT

State Examination: All students who complete the Associate Degree Nursing programs are required to successfully complete the State Board of Nursing Examination before being licensed as a registered nurse.

2. APPRENTICESHIP ENTRY EXAMINATIONS

Various fields in construction-related occupations usually require that individuals serve an apprenticeship prior to full entry to the field. As part of entry to the official apprenticeship program the following fields require that the applicant successfully complete either an industry test (including reading and mathematics), an aptitude test, or both:

Carpentry
Electrical Installation and Maintenance
Sheet Metal
Welding
Ironworker

3. CIVIL SERVICE EXAMINATIONS

Individuals seeking employment in either county, state or federal service may be required to demonstrate their competence on selected civil service examinations. Local governmental jobs requiring such assessment include: police officer; fire fighter; clerical worker; etc.

As an example of the type of competencies assessed, students leaving our secretarial science programs must be prepared to demonstrate:

Typing proficiency (40 Words per minute minimum level)
Shorthand proficiency (80 Words per minute minimum level)
Writing proficiency (70% minimum level, includes vocabulary, grammar, reading comprehension, and basic math)

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